

# DOCUMENT RESUME

ED 102 181

95

TM 004 150

**TITLE** IEA Six-Subject Survey Instruments: English as a Foreign Language Tests.

**INSTITUTION** International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

**SPONS AGENCY** Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England).; Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).

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**DESCRIPTORS** \*Academic Achievement; College Bound Students; \*Comparative Education; \*Cross Cultural Studies; \*English (Second Language); Grade 12; High School Students; Junior High Schools; Junior High School Students; Language Fluency; Listening Comprehension; Listening Tests; Oral Reading; Reading Comprehension; Reading Tests; Secondary Education; Speaking; \*Tests; Writing

**IDENTIFIERS** \*International Evaluation Educational Achievement

## ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are nine tests of English as a Foreign Language measuring listening comprehension, reading comprehension, writing, speaking (Structural Control), speaking (oral reading), and speaking (fluency) for student populations II, IV. Population II consists of students aged 14 to 15 years; population IV, students enrolled in the final year of pre-university training.

(RC)

## IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers  
IEA/M2 Manual for School Coordinators  
IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers  
IEA/M2/Stage 3 Manual for School Coordinators  
IEA/M3/Stage 3 Manual for Test Administrators

U.S. DEPARTMENT OF HEALTH  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

### 1: Type of Instrument

- E = Examination (student)  
Q = Questionnaire (student)  
T = Teacher questionnaire  
S = School questionnaire

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Chairman, IEA

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### 2: Student Population

- |              |                                         |
|--------------|-----------------------------------------|
| 1 = I        | 6 = II and IV                           |
| 2 = II       | 7 = I, II and IV                        |
| 3 = III      | 8 = I and IV                            |
| 4 = IV       | S = IV Specialist                       |
| 5 = I and II | N = NA: Teacher or School questionnaire |

### 3: Subject

- S = Science  
R = Reading Comprehension  
L = Literature  
M = Mother Tongue (Reading Comprehension and Literature)  
E = English as a Foreign Language  
F = French as a Foreign Language  
C = Civic Education  
2 = All Stage 2 Subjects  
3 = All Stage 3 Subjects  
5 = All Stage 2 and Stage 3 Subjects

### 4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Listening Comprehension

Data Bank Instrument Number E2EL

ED102181

TM 004150

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 Note to National Centers: All double-underlined passages in the following section are to remain in the English language.  
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Before Section I:

LA/M3/Stage 3

Pop II, p. 30-32

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Read aloud the following directions while the students look at the cover page of the test booklet:

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 24 items plus a dictation, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Do not turn this page until you are told to do so.

You will answer the questions in this test by blackening in the appropriate oval on your answer card. Are there any questions?

Answer any questions. Then say:

Now we will read the directions for the first section of the test.

Open your booklet to page 1 and follow along silently as I read them aloud.

Now look at Section 1

In each of these items you will see a picture and while you are looking at this picture you will be asked to listen to three words being spoken to you. Listen carefully and then decide which of the three words you have heard corresponds to the picture you are looking at. If it is the first word, blacken in space A on your answer card; if it is the second word, blacken in space B, and if it is the third word, blacken in space C.

You may not ask any questions once I have started the test tape. Remember to mark all your answers on the answer card. There are 12 items in this section. Turn over the page, look at picture number 1 and listen very carefully as I start the tape.

Before Section II:

IEA/M3/Stage 3

Pop II, p. 32-33

BEST COPY AVAILABLE

This test is meant to discover whether you understand what you will hear. The questions will consist of a sentence or very short paragraphs which will be spoken, followed by a short tone. In your test booklet you will find corresponding to each of these questions, three statements in your own language. After the tone, select the one which refers correctly to the sentence you heard. If it is the first, blacken in space A, if the second, blacken in space B, and if the third, blacken in space C.

Are there any questions?

Answer questions on the instructions only. Then say:

You will answer the rest of the questions in this section on your answer card.

The first item is number 13, so find number 13 on your answer card and turn the page of the booklet to look at the three sentences for number 13. I am going to start the tape. Listen very carefully.

Before Section III:

IEA/M3/Stage 3

Pop II, p. 33-34

In this test you will hear a short piece of prose read to you in English. After the passage has been read through once, it will be repeated in short sections of two or three words at a time. After each short section you will be given time to write down as correctly as you can what you have heard. The passage will then be read through a third time, and you can then, if you wish, correct your copy. There is no need to hurry. Please write legibly. Are there any questions?

Answer questions on the instructions only. Then say:

I am going to start the tape in a moment. Listen very carefully the first time the passage is read, and then when it is repeated, write what you hear on the lines in your test booklet. Ready? Begin.

POPULATION IIEnglish as a Foreign LanguageLISTENING

(Student Booklet)

General Directions

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 24 items plus a dictation, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Do not turn this page until you are told to do so.

Student Booklet

LISTENING

PART I

Section I - Discrimination of Sounds

Now look at Section I.

In each of these items you will see a picture and while you are looking at the picture you will be asked to listen to three words being spoken to you. Listen carefully and then decide which of the three words you have heard corresponds to the picture you are looking at. If it is the first word, blacken in space A on your answer card; if it is the second word, blacken in space B, and if it is the third word, blacken in space C. Here are two examples:

Look at the picture marked Example P1 in your booklet. Now listen to these words, "....., ....., .....".

The third word was "lock", which corresponds to the picture, so you should have blackened in space C on your answer card.

Now look at the picture marked Example P2 in your booklet. Listen to these words, "....., ....., .....".

The first word was "star", which corresponds to the picture, so you should have blackened in space A on your answer card.

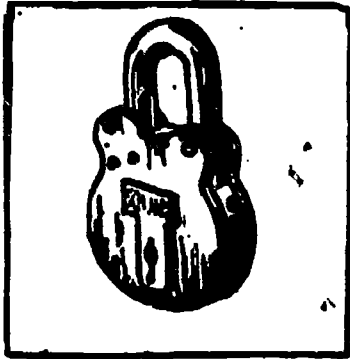
When you are told, begin the test items. Answer by blackening in the appropriate space on your answer card.

Now turn the page, look at each picture and listen for the three words.

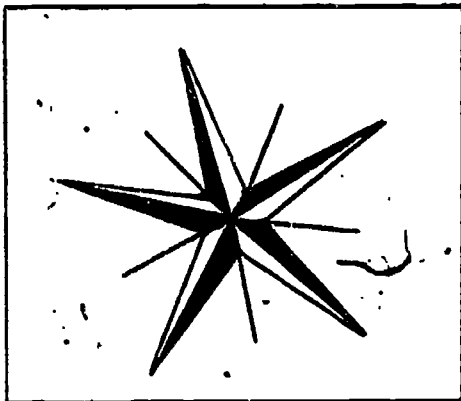
LISTENING

Section I - Discrimination of Sounds

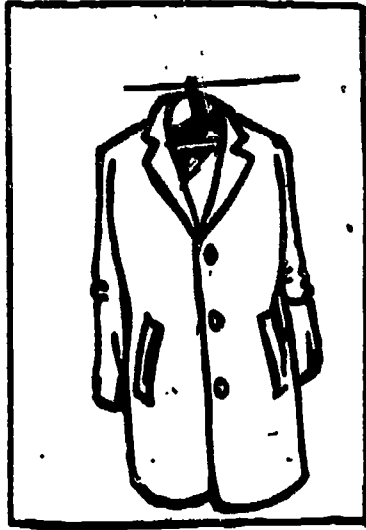
Example P1:



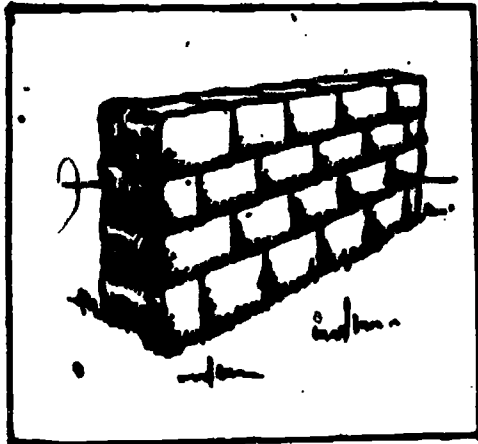
Example P2:



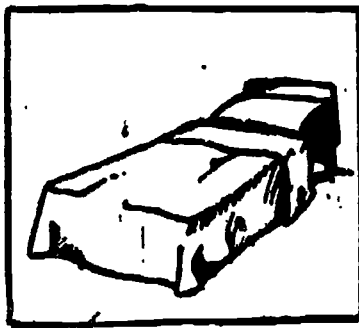
1.



2.



3.

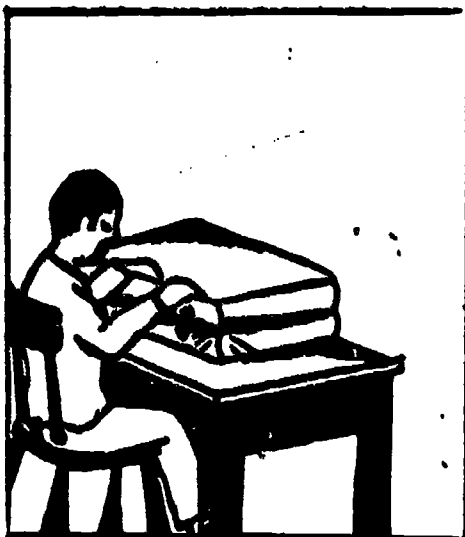


4.

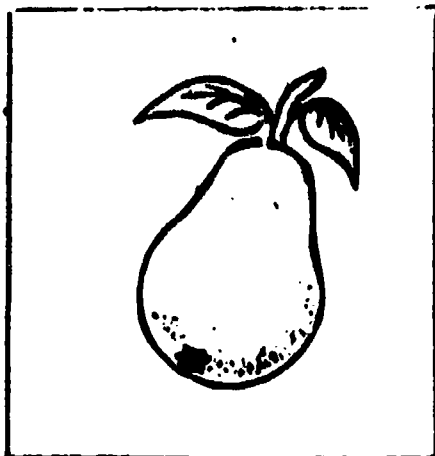




5.



6.

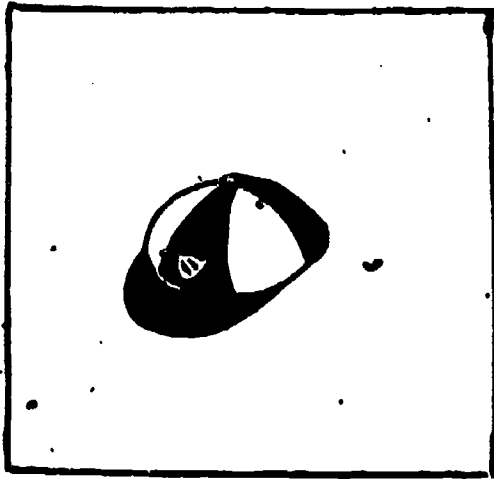


7.



8.





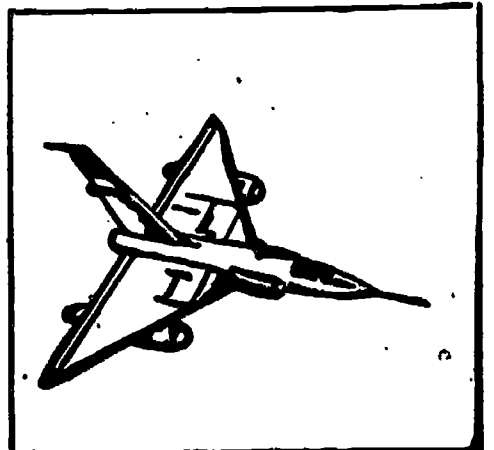
10.



11.



12.



10

## Section II - Listening Comprehension

Now look at Section II.

This test is meant to discover whether you understand what you will hear. The questions will consist of a sentence or very short paragraphs which will be spoken, followed by a short tone. In your test booklet you will find corresponding to each of these questions, three statements in your own language. After the tone, select the one which refers correctly to the sentence you heard. If it is the first, blacken in space A, if the second, blacken in space B, and if the third, blacken in space C. Here are two examples. Answer the examples in your booklet. Listen to the following sentence:

"....."

Now look at example A in your booklet and you will see three sentences in your own language.

Example A:

- A. My father and mother are in Argentina.
- B. My friends are in Argentina.
- C. My relatives are in Argentina.

(A) (B) (C)

The correct alternative is the first, so you should have blackened in space A. Now here is another example. Listen to these sentences:

"....."

"....."

Now look at example B in your booklet and you will again see three sentences in your own language.

Example B:

- A. John did not go to the store.
- B. John went to the store for 40 cents.
- C. John went to the store to buy some coffee.

(A) (B) (C)

The correct alternative is the third sentence, so you should have blackened in space C. Now turn the page and listen to the test items.

13. A. Mary lives on High Street.  
B. Mary lives in a restaurant.  
C. Mary lives on State Street.
14. A. Mary is going to work for two months in California.  
B. Mary is now in California.  
C. Mary lived in California for two months.
15. A. John never studies.  
B. John likes to study.  
C. John does not like to study.
16. A. She should send a taxi immediately.  
B. She could not send a taxi.  
C. She did not understand the street number.
17. A. John thinks English is important.  
B. John thinks English is easy.  
C. John thinks English is difficult.
18. A. John had a thousand dollars.  
B. John had an automobile for a thousand dollars.  
C. John could buy an automobile for a thousand dollars.
19. A. Six years old.  
B. Sick.  
C. Six boys and girls.
20. A. The weather is cold.  
B. Mr. Smith does not like the weather.  
C. Mr. Smith is ill.
21. A. At six o'clock.  
B. At the restaurant.  
C. Because I was hungry.

22. A. Mary bought a hat last year.  
B. Mary bought a hat a few days ago.  
C. Mary bought a hat today.
23. A. I am in the habit of going to school every day.  
B. I am going to school now.  
C. I am not going to school.
24. A. Mr. Smith was a teacher.  
B. Mr. Smith was a student.  
C. Mr. Smith was a director.

This is the end of Section II. Now turn to PART II.

LISTENING

### Section III - Dictation

7 Now listen to this first reading:

Do not write  
here

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. A vertical line runs down the right side of the page, creating a margin. There are some faint, dark marks and smudges on the paper, particularly near the top left and bottom center, which appear to be ink or pencil marks rather than intentional writing. The overall appearance is that of a clean but slightly used piece of stationery.

Do not write  
here

[illegible]

Script

POPULATION II

English as a Foreign Language

LISTENING



ScriptListeningSection I - Discrimination of Sounds

Example P1:	look	(pause)	lack	(pause)	lock	(pause)
Example P2:	star	(pause)	stir	(pause)	store	(pause)
1.	cut	(pause)	coat	(pause)	caught	(pause)
2.	wall	(pause)	ball	(pause)	fall	(pause)
3.	bed	(pause)	bid	(pause)	bad	(pause)
4.	hid	(pause)	head	(pause)	heed	(pause)
5.	shoot	(pause)	shot	(pause)	shut	(pause)
6.	pear	(pause)	poor	(pause)	peer	(pause)
7.	think	(pause)	sink	(pause)	zink	(pause)
8.	read	(pause)	wreath	(pause)	wreathe	(pause)
9.	cat	(pause)	cab	(pause)	cap	(pause)
10.	sheep	(pause)	seep	(pause)	cheap	(pause)
11.	sad	(pause)	sat	(pause)	sack	(pause)
12.	yet	(pause)	get	(pause)	jet	(pause)

Section II - Listening Comprehension

Note to reader: All pauses are 15 seconds long.

Example A: My parents are in Argentina (pause)

Example B: John went to the store. He bought some coffee.  
He gave the man 40 cents for it. (pause)

13. John and Mary are at a table in a restaurant.  
John says, "Where do you live now?" Mary says, "On State Street."  
John says, "Why did you leave the High Street?"  
Mary says, "I didn't like it." (pause)
14. Mary spent 2 months holiday in California. (pause)
15. John enjoys studying his lessons. (pause)
16. John went to the telephone and called the taxi company.  
He said, "Can you send a taxi to 18, State Street?" The girl  
in the taxi cab office said, "Right away". (pause)
17. John is studying English. He thinks it is a hard language to learn. (pause)
18. If John had a \$1,000, he could buy an automobile. (pause)
19. Charles is having a party today to celebrate his sixth birthday.  
How old is Charles? (pause)
20. Mr. Smith has a bad cold. (pause)
21. I had dinner at the restaurant at 6 o'clock. I was very hungry.  
Where did I have dinner? (pause)
22. Mary bought a hat last week. (pause)
23. I go to school every day. (pause)
24. Mr. Smith taught in a school in Florida. (pause)

Part II Dictation

Notes to reader. The passage is to be read the first time at a normal oral reading speed. The second reading is to be slow, with pauses of 6 to 8 seconds to be inserted where the strokes (/) appear.

Mary's Birthday

Mary decided to have a small party for her birthday. So she invited five of her school friends, and also two of her cousins. Mary's mother baked a beautiful cake for her daughter's birthday and stuck ten candles on it. All the guests who came to her party brought her a birthday present. She received a pretty blouse that she liked very much. Another friend brought her a lovely book with pretty pictures in it. The book was about a little girl and her family. Mary enjoyed the book very much. That night before going to bed Mary kissed her mother and thanked her for arranging such an enjoyable party. (Long pause)

Mary's Birthday

Mary decided / to have a small party / for her birthday. / So she invited / five of her school friends, / and also two / of her cousins. / Mary's mother baked / a beautiful cake / for her daughter's birthday / and stuck / ten candles on it. / All the guests / who came / to her party / brought her / a birthday present. / She received / a pretty blouse / that she liked very much. / Another friend / brought her a lovely book / with pretty pictures in it. / The book was about / a little girl / and her family. / Mary enjoyed the book / very much. / That night / before going to bed / Mary kissed her mother / and thanked her / for arranging / such an enjoyable party. (Long pause)

Note: The third reading is to be at normal oral reading speed.

## IEA SIX-SUBJECT SURVEY INSTRUMENTS

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### 1: Type of Instrument

- E = Examination (student)  
Q = Questionnaire (student)  
T = Teacher questionnaire  
S = School questionnaire

### 2: Student Population

- |              |                                         |
|--------------|-----------------------------------------|
| 1 = I        | 6 = II and IV                           |
| 2 = II       | 7 = I, II and IV                        |
| 3 = III      | 8 = I and IV                            |
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### 3: Subject

- S = Science  
R = Reading Comprehension  
L = Literature  
M = Mother Tongue (Reading Comprehension and Literature)  
E = English as a Foreign Language  
F = French as a Foreign Language  
C = Civic Education  
2 = All Stage 2 Subjects  
3 = All Stage 3 Subjects  
5 = All Stage 2 and Stage 3 Subjects

### 4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Listening Comprehension

Data Bank Instrument Number E4EL

BEST COPY AVAILABLE

IEA/MS/Stage 3  
Pop IV, p. 26

Note to National Center: All double-underlined passages in the following section are to remain in the English language.

Refer Section I:

IEA/MS/Stage 3

Pop IV, p. 26

**BEST COPY AVAILABLE**

Read aloud the following directions while the students look at the cover page of the test booklet:

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 36 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Do not turn this page until you are told to do so.

You will answer the questions in this test by blackening in the appropriate oval on your answer card. Are there any questions?

Answer any questions. Then say:

Now we will read the directions for the first section of the test. Open your booklet to page 1 and follow along silently as I read the directions aloud.

Now look at Section I.

In each of the 36 items you will see a picture and while you are looking at the picture you will be asked to listen to three words being said to you. Listen carefully and then decide which of the three words is the word that is most like the picture. If it is the first word, blacken in circle A; if it is the second word, blacken in circle B; and if it is the third word, blacken in circle C.

Before Section II:

IEA/RS/Stage 3

Pop IV, p. 28-29

Each item consists of a question asked in your own language followed by three sentences in English. The words in the three English sentences are all the same. You should determine the answer to the question by listening to the way the voice rises and falls in the three sentences.

You will answer the rest of the questions in this section on your answer card. The first item is number 13, so find number 13 on your answer card and turn the page of the booklet to look at number 13 in the test. I am now going to start the tape. Listen very carefully.

Before Section III:

IEA/RS/Stage 3

Pop IV, p. 29-30

BEST COPY AVAILABLE

In this test you will hear for each item a sentence or a short paragraph followed by a short tone. In your test booklet you will see that there are three sentences for each spoken item. Select the one which refers correctly to the spoken item and blacken in space A, B, or C in your booklet, according to whether the correct sentence is the first, second or third.

You will answer the rest of the questions in this section on your answer card. The first item number is 21, so find number 21 on your answer card and turn the page of the booklet to look at the three sentences for number 21. I am going to start the tape. Listen very carefully.

Before Section IV:

IEA/RS/Stage 3

Pop IV, p. 30-31

... of the ... of ... ...  
fill, ... a conversation. After ...  
... three sentences appear in ...  
... the one statement which is correct in ...

HEA/11/11/11/11 } continued  
for W. 1. 11/11/11

given in the conversation. Blacken in space A, B, or C according to whether the correct sentence is the first, second or third.

You will answer the rest of the questions in this section on your answer card.

- The first item number is 11, so find number 11 on your answer card and turn the page of the booklet to look at the three sentences for number 11. I am going to start the tape. Listen very carefully.

**BEST COPY AVAILABLE**

POPULATION IV

English as a Foreign Language

LISTENING

(Student Booklet)

General Directions

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 36 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Do not turn this page until you are told to do so.



Student BookletLISTENINGSection I - Discrimination of Sounds

Now look at Section I.

In each of these items you will see a picture and while you are looking at the picture you will be asked to listen to three words being spoken to you. Listen carefully and then decide which of the three words you have heard corresponds to the picture you are looking at. If it is the first word, blacken in space A on your answer card; if it is the second word, blacken in space B, and if it is the third word, blacken in space C. Here are two examples.

Look at the picture marked Example P1 in your booklet. Now listen to these words, "....., ....., ....."

The third word was "lock", which corresponds to the picture, so you should have blackened in space C on your answer card.

Now look at the picture marked Example P2 in your booklet. Listen to these words, "....., ....., ....."

The first word was "star", which corresponds to the picture, so you should have blackened in space A on your answer card.

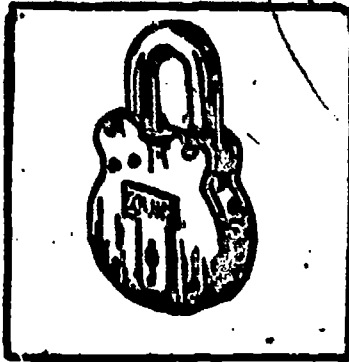
When you are told, begin the test items. Answer by blackening in the appropriate space on your answer card.

Now turn the page, look at each picture and listen for the three words.

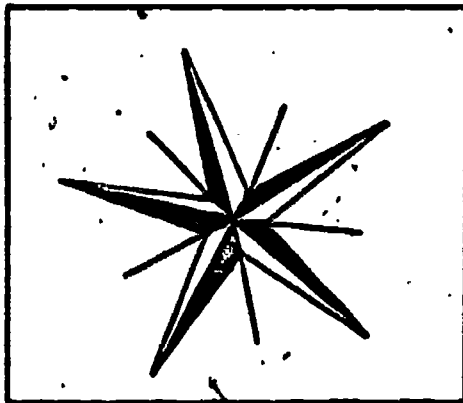
LISTENING

Section I - Discrimination of Sounds

Example P1:

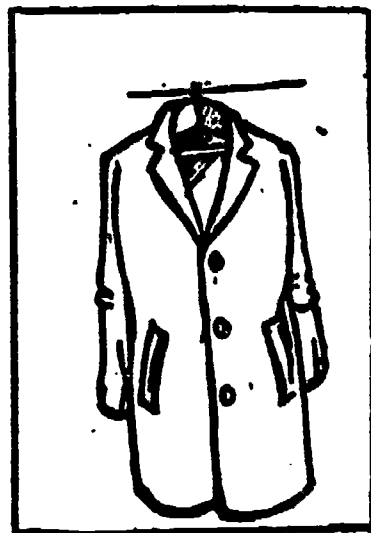


Example P2:

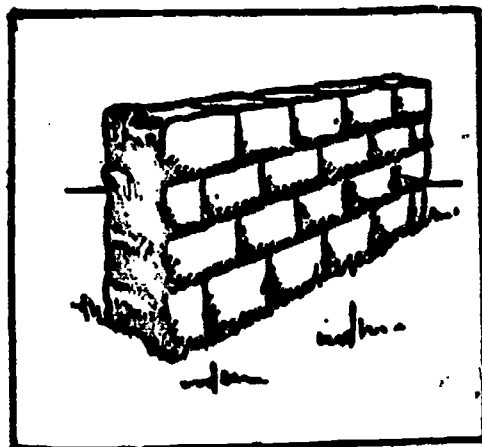


E4EL

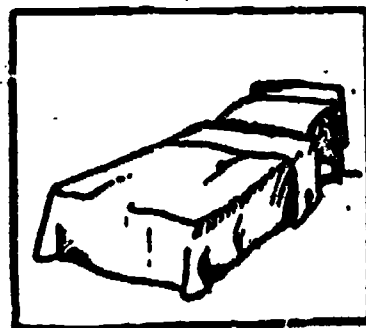
1. 0



2.



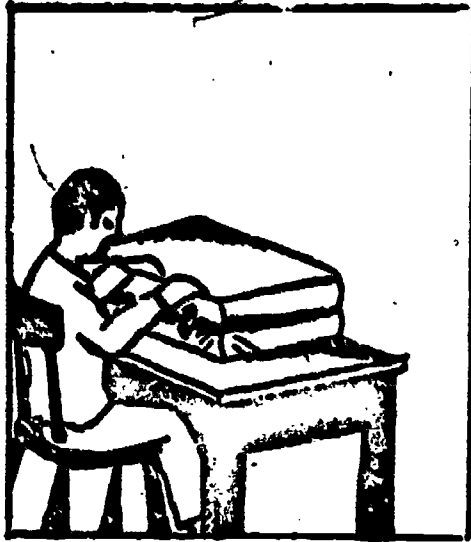
3.



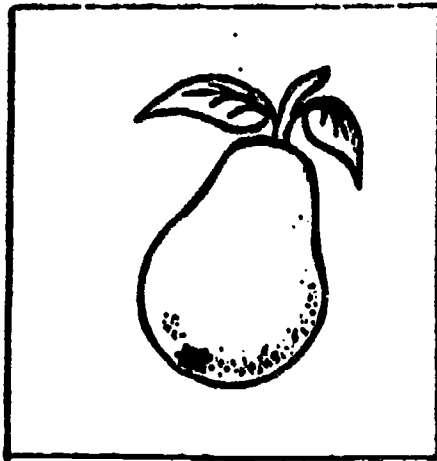
4.



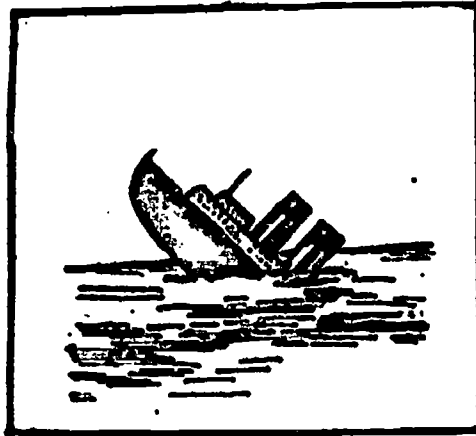
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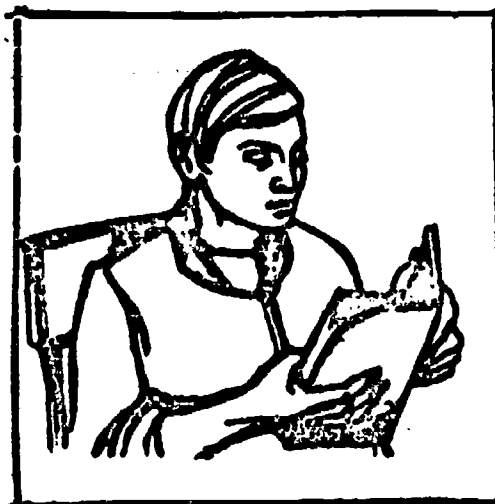
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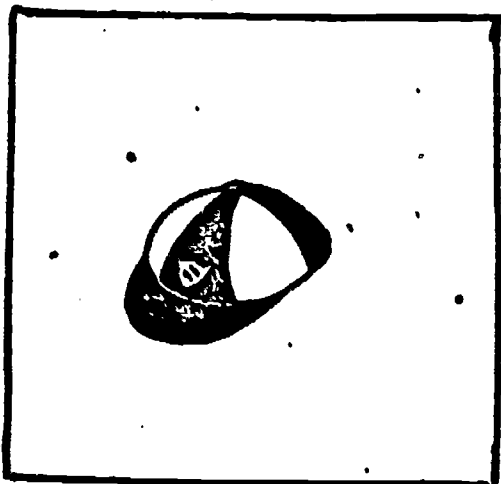
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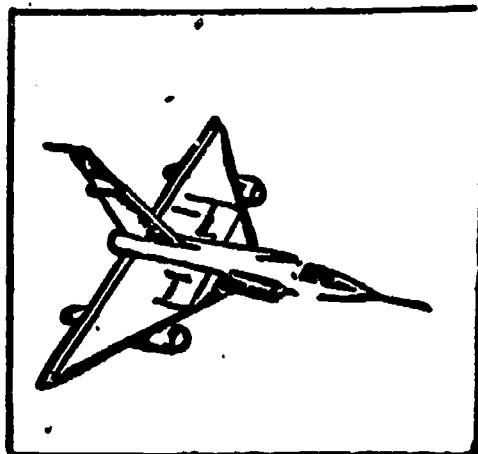
10.



11.



12.



29.

End of Section I. Go on to Section II

## Section II - Recognition of Meaning through Intonation

### Directions:

Each item consists of a question asked in your own language followed by three sentences in English. The words in the three English sentences are all the same. You should determine the answer to the question by listening to the way the voice rises and falls in the three sentences.

Listen to these two examples. In the first you are asked to decide "Which of these sentences express incredulity?" If the first and the second sentences express incredulity, blacken in space A in your booklet. If the first and the third sentences express incredulity, blacken in space B. If the second and the third sentences express incredulity, blacken in space C. If all three sentences express incredulity, blacken in space D. If none of the three sentences expresses incredulity, blacken E.

Now listen. Which these sentences express incredulity?

(first)

Teachers correct their students papers.

(second)

Teachers correct their students papers.

(third)

Teachers correct their students papers.

(A) (B) (C) (D) (E)

From the way in which the voice rises in the first and third sentences, we know that these two sentences express incredulity. Therefore you should have blackened in space B in your booklet. Now the second example. Which of the sentences are questions?

(first)

Italians always sing.

(second)

Italians always sing.

(third)

Italians always sing.

(A) (B) (C) (D) (E)

From the way in which the voice rises in the first and second sentences, we know that these two are questions. Therefore you should have blackened in space A in your booklet.

Section II begins now. Mark your answers from now on by blackening in the appropriate spaces on your answer card. Now listen to the next item.

Way to answer each item:

First and second sentences ..... A  
First and third sentences ..... B  
Second and third sentences ..... C  
All three sentences ..... D  
None of the sentences ..... E

13. Which of these sentences are questions?

(first)	Father's taking a nap.
(second)	Father's taking a nap.
(third)	Father's taking a nap.

14. Which of these sentences concern time primarily?

(first)	Did he work in a shop before Christmas.
(second)	Did he work in a shop before Christmas.
(third)	Did he work in a shop before Christmas.

15. Which of these sentences are questions?

(first)	The town's on the sea.
(second)	The town's on the sea.
(third)	The town's on the sea.

16. Which of these questions requires yes or no as an answer?

(first)	Does he sell chicken or meat?
(second)	Does he sell chicken or meat?
(third)	Does he sell chicken or meat?

17. Which of these are real questions?

(first)	All girls love to dance, don't they.
(second)	All girls love to dance, don't they.
(third)	All girls love to dance, don't they.

Way to answer each item:

- First and second sentences ..... A  
First and third sentences ..... B  
Second and third sentences ..... C  
All three sentences ..... D  
None of the sentences ..... E

18. Which of these questions concern time primarily?

- |          |                                       |
|----------|---------------------------------------|
| (first)  | Did she lose her umbrella last night? |
| (second) | Did she lose her umbrella last night? |
| (third)  | Did she lose her umbrella last night? |

19. In which of these is a real question asked?

- |          |                                  |
|----------|----------------------------------|
| (first)  | ✓ Peter's always happy, isn't he |
| (second) | Peter's always happy, isn't he   |
| (third)  | Peter's always happy, isn't he   |

20. Which of these questions requires yes or no as an answer?

- |          |                              |
|----------|------------------------------|
| (first)  | Are you used to ice or snow? |
| (second) | Are you used to ice or snow? |
| (third)  | Are you used to ice or snow? |

End of Section II. Go on to Section III.



Section III - Listening Comprehension

Directions:

In this test you will hear for each item a sentence or a short paragraph followed by a short tone. In your test booklet you will see that there are three sentences for each spoken item. Select the one which refers correctly to the spoken item and blacken in space A, B or C in your booklet, according to whether the correct sentence is the first, second or third. Here are two examples. Listen to the sentence:

"....."

Now read the three sentences in your booklet.

Example A:

- A. He must go.
- B. He wants to go.
- C. He went

(A) (B) (C)

You will find that the correct one is the first, He must go, which means the same as He has to go. So you should have blackened in space A. Here is the second example. Listen to this sentence:

"....."

Now read the three sentences in your booklet.

Example B:

- A. He heard a good singer
- B. The singer was not good.
- C. He was disappointed

(A) (B) (C)

You will find that the second of the three sentences is correct, because in the sentence you heard, the speaker suggested that he had not expected a good singer and he had not heard one, so he was not disappointed. Therefore you should have blackened in space B. Listen to the following test items. Answer by blackening in the appropriate space on your answer card.

21. A. We went.  
B. We did not go.  
C. We knew that we could go.
22. A. The weather is good.  
B. The boys are not going to the game.  
C. The weather is bad.
23. A. Private schools are within the means of the ordinary family.  
B. Exceptional children do not attend private schools.  
C. The ordinary family cannot afford a private school.
24. A. It was necessary for Mary to study.  
B. Mary went to the store.  
C. Mary's mother asked her to prepare dinner.
25. A. John wants to go to a dance.  
B. John wants to go to the cinema.  
C. John wants to go to the cinema on Saturday.
26. A. Mr. Jones was pleased to have visitors.  
B. Mr. and Mrs. Smith were not welcome.  
C. All the Jones family talked to the Smiths.
27. A. Music education is given only to the talented.  
B. Music education is given to the talented and the non-talented.  
C. The schools do not encourage talented children.
28. A. Mary has always known Helen.  
B. The girls are not allowed to go into the office.  
C. The girls met in the principal's office.

End of Section III. Go on to Section IV.

Section IV - Listening Comprehension (Conversation)

Directions:

In each of the items of the following test, two young people, Ann and Bill, are having a conversation. After each item there will be a short tone and a pause. Three statements appear in your Student Booklet. Select the one statement which is correct in view of the information given in the conversation. Blacken in space A, B or C according to whether the correct sentence is the first, second or third. Here are two examples. Listen to the first conversation and answer in your booklet.

"....."

Here are the three statements:

Example A:

- A. Ann doesn't like mathematics.
- B. Bill doesn't like mathematics.
- C. Ann and Bill don't like mathematics.

(A) (B) (C)

In the conversation we heard Ann say that she didn't like mathematics and Bill said that he thought differently. Therefore, only the first statement is correct. You should have blackened in space A in your booklet. Here is the second example:

"....."

The three statements are:

Example B:

- A. Ann would like a new hat.
- B. Bill thinks she should buy a new hat.
- C. Ann has just bought a hat which Bill likes.

(A) (B) (C)

The conversation makes it clear that Ann has bought a hat and Bill likes it. Therefore you should have blackened in space C. Now work through the test. Answer by blackening in the appropriate space on your answer card.

29. A. Bill is always asking Ann to lend him some money.  
B. Ann refused to lend any money to Bill.  
C. Bill has never before borrowed any money from Ann.
30. A. Bill thinks the film was funny.  
B. Ann thinks the film was funny.  
C. Ann and Bill both think the film was not funny.
31. A. Bill believes that Betty is ill.  
B. Ann hasn't seen Betty for a long time.  
C. Ann is sure Betty is ill.
32. A. Bill thinks that parents should support their children even when they are married.  
B. Neither Tom nor Betty will take a job.  
C. Tom and Betty will have enough support after they marry.
33. A. Bill is going to call Ann later.  
B. Bill is busy all night.  
C. Bill wanted to talk about something else.
34. A. Bill thinks he doesn't need to study for his exam.  
B. Bill was against exams.  
C. Ann thought Bill hated exams.
35. A. Bill thinks that mathematics is a useful subject.  
B. Ann thinks that mathematics is a useful subject.  
C. Ann and Bill both think that mathematics is a useful subject.
36. A. Ann thinks that girls need to know only how to keep house.  
B. Bill thinks that girls only need to know how to keep house.  
C. Bill entirely agrees with Ann.

End of Test

Script

POPULATION IV

English as a Foreign Language

LISTENING

Script

Listening

Section I - Discrimination of Sounds

Example P1:	look	(pause)	lack	(pause)	lock	(pause)
Example P2:	star	(pause)	stir	(pause)	store	(pause)
1.	cut	(pause)	coat	(pause)	caught	(pause)
2.	wall	(pause)	ball	(pause)	fall	(pause)
3.	bed	(pause)	bid	(pause)	bad	(pause)
4.	hid	(pause)	head	(pause)	heed	(pause)
5.	shoot	(pause)	shot	(pause)	shut	(pause)
6.	pear	(pause)	poor	(pause)	peer	(pause)
7.	think	(pause)	sink	(pause)	zink	(pause)
8.	read	(pause)	wreath	(pause)	wreathe	(pause)
9.	cat	(pause)	cab	(pause)	cap	(pause)
10.	sheep	(pause)	seep	(pause)	cheap	(pause)
11.	sad	(pause)	sat	(pause)	sack	(pause)
12.	yet	(pause)	get	(pause)	jet	(pause)

NOTE: The numbers above the statements  
are guides to intonation. - 2 -  
1 is low, 4 is high

E4EL

Section II - Recognition of Meaning through Intonation

Note to reader: Pause 10 seconds between items and between number and the item.

Example A: (10 second pause)

Teachers<sup>2</sup> correct their students<sup>4</sup> papers

Teachers<sup>2</sup> correct their students<sup>3-1</sup> papers

Teachers<sup>2</sup> correct their students<sup>4</sup> papers

(10 second pause)

Example B: (10 second pause)

Italians<sup>2</sup> always<sup>3</sup> sing

Italians<sup>2</sup> always<sup>3</sup> sing

Italians<sup>2</sup> always<sup>3-1</sup> sing

(10 second pause)

13. (10 second pause)

Father's<sup>2</sup> taking a nap<sup>3</sup>

Father's<sup>2</sup> taking a nap<sup>3</sup>

Father's<sup>2</sup> taking a nap<sup>3</sup>

(10 second pause)

14. (10 second pause)

Did he work in a shop<sup>2</sup> before Christmas<sup>3</sup>

Did he work in a shop<sup>2</sup> before Christmas<sup>3</sup>

Did he work in a shop<sup>2</sup> before Christmas<sup>3</sup>

(10 second pause)

15. (10 second pause)

The town's<sup>2</sup> on the sea<sup>3</sup>

The town's<sup>2</sup> on the sea<sup>3</sup>

The town's<sup>2</sup> on the sea<sup>3-1</sup>

16. (10 second pause)

Does he sell chicken<sup>2</sup> of meat<sup>3</sup>

Does he sell chicken<sup>2</sup> of meat<sup>3</sup>

Does he sell chicken<sup>4</sup> of meat<sup>3-1</sup>

(10 second pause)

17. (10 second pause)

All<sup>3</sup> girls<sup>2</sup> love to dance<sup>3-1</sup>, don't<sup>3</sup> they<sup>1</sup>

All<sup>3</sup> girls<sup>2</sup> love to dance<sup>3-1</sup>, don't<sup>3</sup> they<sup>1</sup>

All<sup>3</sup> girls<sup>2</sup> love to dance<sup>3-1</sup>, don't<sup>3</sup> they<sup>1</sup> (10 second pause)

18. (10 second pause)

Did she<sup>2</sup> lose her umbrella<sup>3</sup> last night<sup>1</sup>

Did she<sup>2</sup> lose her umbrella<sup>3</sup> last night<sup>1</sup>

Did she<sup>2</sup> lose her umbrella<sup>3</sup> last night<sup>1</sup> (10 second pause)

19. (10 second pause)

Peter's<sup>2</sup> always happy<sup>3</sup>, isn't<sup>3</sup> he<sup>1</sup>

Peter's<sup>2</sup> always happy<sup>3</sup>, isn't<sup>3</sup> he<sup>1</sup>

Peter's<sup>2</sup> always happy<sup>3</sup>, isn't<sup>3</sup> he<sup>1</sup> (10 second pause)

20. (10 second pause)

Are<sup>2</sup> you used to ice<sup>3</sup> or snow<sup>2</sup>

Are<sup>2</sup> you used to ice<sup>4</sup> or snow<sup>3-1</sup>

Are<sup>1</sup> you used to ice<sup>3</sup> or snow<sup>2</sup> (10 second pause)



Section III - Listening Comprehension

Example A: (Pause)

The visitor has to go. (15 seconds pause)

Example B: If I had expected to hear a good singer, I would have been disappointed. (15 second pause)

21. If we had known we could have ridden, we would have gone. (15 second pause)
22. The boys are going to the football game in spite of the weather. (15 second pause)
23. In Britain, parents who for one reason or another wish to send their children to a private school, may do so. These schools, as a rule, are not within the means of the ordinary family. However, they do have definite advantages for the exceptional child. (15 second pause)
24. Mary sometimes goes to the store for her mother. She also prepares a dinner for the family. One afternoon she wanted to go to the store, but she had to study. (15 second pause)
25. John said, "I'm tired of going to the cinema on Saturdays. Let's go to a dance next Saturday". (15 second pause)
26. Mr. and Mrs. Smith came calling very late. The Jones family had all gone to bed except Mr. Jones. He talked to his guests for an hour, but he let them know he was annoyed, and he wasn't very tactful about it, either. (15 second pause)
27. In English schools music is one of the principal studies. The schools are trying to encourage musically talented youngsters. They also give those who lack such ability a chance to acquire a taste for fine music through courses in music appreciation. (15 second pause)
28. Mary has known Helen since she first came to this city to go to school. They became acquainted when the principal asked them into his office to fill in some forms. Helen is much the better student. (15 second pause)

Section IV - Listening Comprehension (Conversation)

Man: Example A (pause)  
Woman: I don't like mathematics, it's so difficult. (pause)  
Man: I don't agree at all, I must say. (15 second pause)

Man: Example B (pause)  
Woman: I have just bought a new hat, Bill. Do you like it? (pause)  
Man: What an attractive hat, Ann. It certainly suits you. (15 second pause)

Man: Twenty-nine. (pause) Please Ann, can you lend me a few dollars?  
(pause)  
Woman: But Bill, you shouldn't borrow money. (pause)  
Man: You know this is the first time I've ever had to ask you for  
money. (pause)  
Woman: All right. But just see to it that this doesn't become a habit.  
(15 second pause)

Man: Thirty. (pause)  
Woman: Have you seen Danny Kaye's latest picture? Wasn't it funny? (pause)  
Man: Yes, I've seen it. What was so funny about it? (15 second pause)

Man: Thirty-one. (pause)  
Woman: By the way, I haven't seen Betty lately. I wonder if she's ill.  
(pause)  
Man: I wouldn't know. I don't know her very well. (15 second pause)

Man: Thirty-two. (pause) Did you know that Tom and Betty are getting  
married before he graduates from college? I wonder how they will  
manage to live. (pause)  
Woman: Betty is going to take a job. Besides, their parents can help  
support them. (pause)  
Man: Undoubtedly they can, but I don't think they should. (15 second pause)

Man: Thirty-three. (pause)  
Woman: Let's change the subject. You'll call round later, won't you? (pause)  
Man: I'm sorry, but I have too much work to do this evening.  
(15 second pause)

Man: Thirty-four. (pause)  
Woman: But I'd like to see you sometime. (pause)  
Man: Well, I really ought to be back in my quarters reading for my next  
exam. How I hate them. (pause)  
Woman: Bill, you do surprise me. I thought you didn't mind exams. (15  
second pause)

Man: Thirty-five. (pause)  
Woman: I wonder why everybody should have to take mathematics. (pause)  
Man: Because everybody needs it, I suppose. (15 second pause)

Man: Thirty-six. (pause) Hadn't you better get on with your studies?  
(pause)  
Woman: Girls would do much better simply to learn how to cook and sew. (pause).  
Man: These days that would hardly be enough.

## IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers  
IEA/M2 Manual for School Coordinators  
IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers  
IEA/M2/Stage 3 Manual for School Coordinators  
IEA/M3/Stage 3 Manual for Test Administrators

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

### 1: Type of Instrument

- E = Examination (student)  
Q = Questionnaire (student)  
T = Teacher questionnaire  
S = School questionnaire

### 2: Student Population

- |              |                                         |
|--------------|-----------------------------------------|
| 1 = I        | 6 = II and IV                           |
| 2 = II       | 7 = I, II and IV                        |
| 3 = III      | 8 = I and IV                            |
| 4 = IV       | 9 = IV Specialist                       |
| 5 = I and II | N = NA: Teacher or School questionnaire |

### 3: Subject

- S = Science  
R = Reading Comprehension  
L = Literature  
M = Mother Tongue (Reading Comprehension and Literature)  
E = English as a Foreign Language  
F = French as a Foreign Language  
C = Civic Education  
2 = All Stage 2 Subjects  
3 = All Stage 3 Subjects  
5 = All Stage 2 and Stage 3 Subjects

### 4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Reading Comprehension

Data Bank Instrument Number E2ER

BEST COPY AVAILABLE

IEA/M3/Stage 3

Pop II, p. 26

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Note to National Centers: All double underlined passages in the following section are to remain in the English language

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IEA/M3/Stage 3

Pop II, p. 27-29

**BEST COPY AVAILABLE**

First we are going to do a test to see how well you can read English. I am going to read aloud the instructions for the test which are printed on the front of your test booklet. Follow along as I read.

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 60 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Work fast, but carefully. Be sure to answer in the appropriate set of answer spaces. Do not spend too much time on one question. If you see that you cannot answer the question after you have thought a while, go on to the next item. First answer all the questions you can in all the sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have an hour to complete the test and you will be told the time after 30 minutes and again five minutes before the end of the test period.
5. Most questions have only one right answer. For some questions, however, you are asked to choose the most natural of the correct answers. The section where this is the case will be indicated to you.
6. Do not turn this page until you are told to do so.

Are there any questions?

Now open your test booklet to page 1 and follow along as I read the directions for Section I.

One word in each sentence has been underlined and one word has been left out. From the answers given choose the missing word, which should be the opposite of the word underlined. Answer by blackening in the appropriate space on the answer card.

IEA/M3/Stage 3 }  
Pop II, p. 27-29 } continued

This test is divided into 6 sections. Before each section there are directions and practice examples like those you have just done. When you finish one section go immediately on to the next section. Read through the directions for each section carefully and mark the answers to the practice items. These answers will be marked in your test booklet. Then when you have finished the practice items before each section, go immediately on to the rest of the items in the section, but mark the answers for the regular test questions on your answer card. Are there any questions?

Answer any questions. Then say:

There are 60 items in this test. When you have marked the answers for items 1-44 on the front of your answer card, turn the card over and go on with questions 45-60 on the back.

POPULATION IIEnglish as a Foreign LanguageREADINGGeneral Directions

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 60 items, which are divided into sections. . Before each section, special directions are given. Examples are also given to show how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Work fast, but carefully. Be sure to answer in the appropriate set of answer spaces. Do not spend too much time on one question. If you see that you cannot answer the question after you have thought a while, go on to the next item. First answer all the questions you can in all the sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have an hour to complete the test and you will be told the time after 30 minutes and again five minutes before the end of the test period.
5. Most questions have only one right answer. For some questions, however, you are asked to choose the most natural of the correct answers. The sections where this is the case will be indicated to you.
6. Do not turn this page until you are told to do so.

Section I - Recognition of Antonyms

Directions:

One word in each sentence has been underlined and one word has been left out. From the answers given choose the missing word, which should be the opposite of the word underlined. Answer by blackening in the appropriate space on the answer card. Here are two examples.

P.1 Mr. Brown's car is not fast, but .....

- A. large
- B. long
- C. small
- D. slow
- E. dirty

The opposite of fast is slow, so space D for question P.1 on answer card has been blackened in for you.

P.2 The woman hasn't got black gloves. They are .....

- A. warm
- B. white
- C. little
- D. old
- E. lost

The opposite of black is white, so you should have blackened in space B for question P.2 on your answer card. When you are told, begin the test items. Answer by blackening in the appropriate space on your answer card.



1. Is your friend a fat boy? No, he is .....
  - A. round
  - B. short
  - C. thin
  - D. large
  - E. tall
  
2. After the rather rainy spring time we would like to have a ..... summer.
  - A. short
  - B. heavy
  - C. cloudy
  - D. dry
  - E. showery
  
3. You don't need expensive tickets, ..... ones will do.
  - A. cheap
  - B. handy
  - C. tidy
  - D. whole
  - E. sold
  
4. I can throw the ball, and you ..... it.
  - A. go
  - B. shut
  - C. hate
  - D. give
  - E. catch
  
5. When the clock's hands are at twelve, it is either noon or .....
  - A. midday
  - B. night
  - C. midnight
  - D. winter
  - E. morning



6. Mary visits her mother frequently, but George ..... does.
- A. nowhere
  - B. seldom
  - C. nothing
  - D. none
  - E. ever

End of Section I. Go on to Section II.

Section II - Letter - Sound Correspondences

Directions:

Here are some questions with a word at the top. This word has a letter (or sometimes two letters) underlined. Find the word among the answers to each question which has the same sound and blacken in the appropriate space on your answer card. Here are two examples. Answer examples in your test booklet.

Example A:

Question:

that

Answer:

- A. thin
- B. zoo
- C. dear
- D. then
- E. ten

(A)   (B)   (C)   (D)   (E)

The sound of th in then is the same as the sound of th in that, so you should have blackened space D.

Example B:

Question:

field

Answer:

- A. eye
- B. meal
- C. child
- D. pin
- E. friend

(A)   (B)   (C)   (D)   (E)

The sound of ea in meal is the same as the sound of ie in field, so you should have blackened in space B. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

7. bread

- A. head
- B. teach
- C. please
- D. east
- E. sea

8. like

- A. sit
- B. interested
- C. island
- D. milk
- E. give

9. all

- A. afternoon
- B. end
- C. apple
- D. always
- E. animal

10. over

- A. whole
- B. one
- C. son
- D. come
- E. strong

11. even

- A. end
- B. help
- C. eye
- D. get
- E. me

12. thing

- A. south
- B. mother
- C. weather
- D. there
- E. these

13. round

- A. your
- B. enough
- C. four
- D. could
- E. mountain

14. matches

- A. canes
- B. washes
- C. guess
- D. bites
- E. goes

End of Section II. Go on to Section III.

Section III - Recognition of Structural Features

Directions:

In each of the following sentences a word or words are missing. From the alternative answers which are given, choose the most natural words or word to complete the sentence and blacken in the appropriate space on your answer card. Here are two examples. Answer examples in your test booklet.

Example A:

Sentence:

Answer:

..... is your name?

A. What

B. Who

C. Whom

(A)

(B)

(C)

The most natural word is what, so you should have blackened in space A.

Example B:

Sentence:

Answer:

The man had lost all his money, .....?

A. wasn't it

B. did he

C. hadn't he

(A)

(B)

(C)

The most natural words are hadn't he, so you should have blackened in space C. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

15. The news ..... good today.  
A. is  
B. were  
C. are
16. I have no ink. May I use .....?  
A. of yours  
B. yours  
C. your
17. Mr. Smith is looking ..... his lost key.  
A. for  
B. of  
C. to
18. Is it true that so many oranges come ..... Spain?  
A. out  
B. of  
C. from
19. They sold their house at last, .....?  
A. wasn't it  
B. don't they  
C. didn't they
20. We have studied English ..... 1964.  
A. since  
B. for  
C. from
21. He has ..... to school very early in the morning.  
A. going  
B. go  
C. to go

22. Do you know ..... this book is?

- A. whose
- B. of whom
- C. whom

23. In London ..... lived in very large houses.

- A. a rich
- B. rich
- C. the rich

24.. The children .....

- A. study in the afternoon never
- B. never study in the afternoon
- C. in the afternoon study never

End of Section III. Go on to Section IV.

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Section IV - Vocabulary-Recognition

Directions:

Each sentence has one or more words underlined. Blacken in the space on your answer card which corresponds to the answer which explains what the underlined word in each particular sentence means. Here are two examples. Answer examples in your test booklet.

Example A:

Sentence:

Answer:

The old man was one of my uncles.

- A. mother's brothers
- B. father's friends
- C. sister's children

(A) (B) (C)

The best answer is mother's brothers, so you should have blackened in space A.

Example B:

Sentence:

Answer:

He gave some flour to the girl.

- A. plants
- B. something to smell
- C. something for bread

(A) (B) (C)

The best answer is something for bread, so you should have blackened in space C. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

25. He plans to leave the house fairly soon.
- A. live in
  - B. go out of
  - C. alter
26. They usually have fruit here.
- A. kind of food
  - B. music
  - C. lessons
27. Please turn off the radio.
- A. I want to listen in
  - B. I don't want to listen in
  - C. I want to see
28. Please return the book.
- A. turn the pages of the book
  - B. read it quickly
  - C. bring it back
29. I was very thirsty that night.
- A. I wanted to sleep
  - B. I wanted to eat something
  - C. I wanted to drink something
30. We had tea for breakfast on Sunday.
- A. the first meal of the day
  - B. the second meal of the day
  - C. the last meal of the day

End of Section IV. Go on to Section V.



Section V - Reading Comprehension (Short Sentences)

Directions:

Blacken in the space which corresponds to the answer which best follows on from the sentence in each question. Here are two examples. Answer examples in your test booklet.

Example A:

Sentence:

Answer:

He has made a lot of money by writing.

- A. He is a rich man.
- B. He has a large bookshop.
- C. He buys a lot of books.

(A) (B) (C)

The best answer is He is a rich man, so you should have blackened in space A.

Example B:

Sentence:

Answer:

The man was blind.

- A. He couldn't hear anything.
- B. He couldn't speak.
- C. He couldn't see anything.

(A) (B) (C)

The best answer is He couldn't see anything, so you should have blackened in space C. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

31. John is a friend of mine.
- A. John is one of my friends.
  - B. John is my only friend.
  - C. John is a friend of everybody.
32. I meet him in the morning, the afternoon and at night.
- A. I never see him during the day.
  - B. I see him once a day.
  - C. I see him three times a day.
33. The dog was liked by the man.
- A. The dog liked the man.
  - B. The man liked the dog.
  - C. The man was kind.
34. The teacher said, "Don't talk in class".
- A. He asked us not to speak English.
  - B. He asked us to talk quietly.
  - C. He asked us not to talk to each other.
35. Can't you read English? Yes, I can read English and French, but I can't speak English.
- A. He can't read English.
  - B. He can read English.
  - C. He can't read French.
36. That hat is big enough for me.
- A. It is too big.
  - B. It is too small.
  - C. It is just right.
37. That's her old shoe.
- A. She said it was a woman's shoe.
  - B. She said it was a boy's shoe.
  - C. The man has an old shoe.

38. This car is less expensive than that one.
- A. The first car is as expensive as the other one.
  - B. The first car is the same price.
  - C. The first car is cheaper than the other one.
39. Jack said that he did want to come.
- A. "I don't think I shall come".
  - B. "I really would like to come".
  - C. "I think I shall come".
40. I knew that Mary had taken the bus to Manchester.
- A. Mary was staying at Manchester.
  - B. Mary had travelled to Manchester.
  - C. Mary was carrying something to Manchester.
41. The tall man with the dark hair is a doctor.
- A. The doctor is not tall.
  - B. His hair is long.
  - C. He has dark hair.
42. I found my lost spectacles in this room.
- A. The pair of spectacles that I lost were in this room.
  - B. There are no spectacles in this room.
  - C. I can't have lost my spectacles in this room.
43. There were fewer apples on the table than I had bought.
- A. I thought that there would be better apples there.
  - B. There were bigger apples on the table.
  - C. I thought that there should be more apples there.
44. His father had been there. So had his mother.
- A. Only his mother had been there.
  - B. His father and his mother had both been there.
  - C. Only his father had been there.

59.

End of Section V. Go on to Section VI.

## Section VI - Reading Comprehension (Continuous Passages)

Directions:

For each set of items you are given a passage and questions upon the passage. Choose the correct alternative as an answer to each of the questions and blacken in the appropriate space on your answer card. Here are two examples. Answer practice examples in your test booklet.

Practice example:Passage:

There is a lot of traffic in London, and John is very careful. He looks first to the right and then to the left and then to the right again. Then he crosses the road. He has learned at school to look to the right and to the left before crossing the road. His mother is glad that he is so careful. She says, "John can go out alone in London because he is so careful in the traffic".

Question:

- (i) How does John's mother feel about John's being careful?

Answer:

- A. Sad  
B. Happy  
C. Nervous  
D. Lazy

(A) (B) (C) (D)

The correct answer is that his mother is glad. She is happy, so you should have blackened in space B.

Question:

- (ii) Before crossing the road, John looks

Answer:

- A. once to the right.  
B. once to the left and once to the right.  
C. once to the right and twice to the left.  
D. once to the left and twice to the right.

(A) (B) (C) (D)

The correct answer is once to the left and twice to the right, so you should have blackened in space D. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

60.

(Questions  
45-48)

My brother Robert wakes up at a quarter to seven in the morning. He goes into the bathroom, cleans his teeth, and has a bath. Then he dresses, that is to say, he puts on his clothes. He drinks a cup of tea and eats some bread and butter. He goes to school at half past seven. Before he goes, he says good-bye to his father and mother, and they say good-bye to him. Robert comes home from school at three o'clock and sometimes he plays football or some other game. In the evening he does his homework. At nine o'clock he says goodnight, undresses and goes to bed. He sleeps until a quarter to seven in the morning.

- 45.. What does Robert do immediately before leaving for school?
- A. Has breakfast.
  - B. Says good-bye to his father and mother.
  - C. Brushes his teeth.
  - D. Dresses.
46. What is the first thing that Robert does after waking up in the morning?
- A. Goes to play..
  - B. Dresses.
  - C. Has breakfast.
  - D. Goes into the bathroom.
47. Robert gets up:
- A. before seven o'clock.
  - B. after seven o'clock.
  - C. after eight o'clock.
  - D. at half past eight.
48. Robert does his homework:
- A. before nine o'clock.
  - B. after nine o'clock.
  - C. before playing.
  - D. after breakfast.

(Questions  
49-52)

It was already dark when George, John, Tom and Peter got back from their unsuccessful day's fishing. They were very hungry, of course, and had long since finished the sandwiches and bananas their mother had packed for them before they left home that morning. "Well," said mother, looking at her four sons, "even if you haven't caught any fish you look better for a day out in the fresh air. Now Peter, you must be in bed when your father comes home at 9 o'clock, so you have just half an hour to wash, eat and get upstairs. You older ones can stay up until 9.30, but no later!"

49. The youngest boy was called:
- A. John
  - B. Tom
  - C. Peter
  - D. George
50. How many fish had the boys caught?
- A. Three
  - B. None
  - C. Ten
  - D. Nine
51. At what time did the boys come home?
- A. 7.30 a.m.
  - B. 8.30 a.m.
  - C. 9.00 p.m.
  - D. 8.30 p.m.
52. Their mother thought the day in the country:
- A. was a waste of time.
  - B. had been a risky adventure.
  - C. had done the boys good.
  - D. had made them sleepy.

62.

(Questions  
53-56)

She sat at the back of the class. She was a very quiet girl and you did not often notice her or hear her voice. Nobody guessed that Pamela often was day dreaming. During one lesson, she thought she was an air-hostess in a big air liner, smiling at the passengers. During another lesson, she saw herself dressed in white, walking up the aisle in church and holding a bunch of flowers.

One day in the geography lesson she thought she was a Chinese girl with long black hair and carrying her little brother on her back. Pamela did not hear when the teacher asked her the name of the biggest river in China, and she was so surprised to see the teacher standing beside her, looking angry.

53. What happened when the teacher asked Pamela a question?
- A. She did not hear the question.
  - B. She told the teacher the name of a river in China.
  - C. She smiled at the teacher.
  - D. She went to the back of the class.
54. Which of these is true about Pamela?
- A. She has long black hair.
  - B. She smiles at the passengers.
  - C. She does not listen during lessons.
  - D. She goes to church.
55. Pamela was:
- A. a talkative girl.
  - B. easily noticed.
  - C. imaginative.
  - D. an attentive pupil.
56. The teacher:
- A. did not bother about Pamela.
  - B. questioned Pamela.
  - C. punished Pamela.
  - D. was pleased with Pamela.

(Questions  
57-60)

Dorothy leaned her chin upon her hand and looked at the scarecrow. His head was a black sack stuffed with straw, with eyes, nose and mouth painted on it to look like a face. An old blue hat was on his head, and the rest of him was a blue suit of clothes, which had also been stuffed with straw. The scarecrow was high over the corn on a pole. On his feet were some old blue boots, such as every man wore in this country.

While Dorothy was looking into the funny painted face of the scarecrow, she was surprised to see one of the eyes slowly wink at her. She thought she must have been mistaken at first, but soon he nodded his head to her in a friendly way. Then she climbed down from the fence and walked up to him, while her dog ran around the pole and barked . . .

57. What was the first thing that the scarecrow did?

- It:
- A. winked at Dorothy.
  - B. had old boots.
  - C. looked surprised.
  - D. nodded his head.

58. What was inside the scarecrow's head?

- A. Rags
- B. Bones
- C. Wood
- D. Straw

59. The scarecrow was placed on:

- A. the fence.
- B. the corn.
- C. a stone.
- D. a pole.

60. Dorothy was surprised to see:

- A. a scarecrow.
- B. that the face was painted.
- C. that an eye moved.
- D. that the clothes were blue.



## IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers  
IEA/M2 Manual for School Coordinators  
IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers  
IEA/M2/Stage 3 Manual for School Coordinators  
IEA/M3/Stage 3 Manual for Test Administrators

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EDUCATION & WELFARE  
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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

### 1: Type of Instrument

- E = Examination (student)  
Q = Questionnaire (student)  
T = Teacher questionnaire  
S = School questionnaire

### 2: Student Population

- |              |                                         |
|--------------|-----------------------------------------|
| 1 = I        | 6 = II and IV                           |
| 2 = II       | 7 = I, II and IV                        |
| 3 = III      | 8 = I and IV                            |
| 4 = IV       | S = IV Specialist                       |
| 5 = I and II | N = NA: Teacher or School questionnaire |

### 3: Subject

- S = Science  
R = Reading Comprehension  
L = Literature  
M = Mother Tongue (Reading Comprehension and Literature)  
E = English as a Foreign Language  
F = French as a Foreign Language  
C = Civic Education  
2 = All Stage 2 Subjects  
3 = All Stage 3 Subjects  
5 = All Stage 2 and Stage 3 Subjects

### 4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Reading Comprehension

Data Bank Instrument Number E4ER

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IEA/M3/Stage 3

Pop IV, p. 22-24

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First we are going to do a test to see how well you can read English. Look at the front of Booklet 46 and follow along silently as I read the directions aloud.

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
  2. This test contains 60 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
  3. If you do not understand the directions, raise your hand and the example will be explained to you.
  4. Work fast, but carefully. Be sure to answer in the appropriate set of answer spaces. Do not spend too much time on one question. If you see that you cannot answer the question after you have thought a while, go on to the next item. First answer all the questions you can in all the sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have an hour to complete the test and you will be told the time after 30 minutes and again five minutes before the end of the test period.
  5. Most questions have only one right answer. For some questions, however, you are asked to choose the most natural of the correct answers. The sections where this is the case will be indicated to you.
  6. Do not turn this page until you are told to do so.
- This test is divided into five sections. Before each section there are directions and practice examples like those you have just done. When you have finished one section, go immediately on to the next section. Read through the directions for each section carefully and mark the answers to the practice items. These answers will be marked in your test booklet. Then when you have finished the practice items before each section, go immediately on to the rest of the items in the section, but mark the answers for the regular test questions on your answer card. Are there any questions?

Answer any questions. Then say:

There are 60 items in this test. When you have marked the answers for items

E4ER

IEA/M3/Stage 3 )  
Pop IV, p. 22-24 ) continued

1-47 on the front of your answer card, turn the card over and go on with questions  
48-60 on the back.

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POPULATION IV

English as a Foreign Language

READING

General Directions

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains 60 items, which are divided into sections. Before each section, special directions are given. Examples are also given to show you how to answer the items. Read the directions and the examples carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.
4. Work fast, but carefully. Be sure to answer in the appropriate set of answer spaces. Do not spend too much time on one question. If you see that you cannot answer the question after you have thought a while, go on to the next item. First answer all the questions you can in all the sections. If there are any questions you have not been able to answer right away, return to them after you have gone through the whole test. You may guess, but you should try your best to answer correctly. You will have an hour to complete the test and you will be told the time after 30 minutes and again five minutes before the end of the test period.
5. Most questions have only one right answer. For some questions, however, you are asked to choose the most natural of the correct answers. The sections where this is the case will be indicated to you.
6. Do not turn this page until you are told to do so.

Section I - Recognition of Word Stress

Directions:

In each item of this test you will find three words which are divided into syllables. In some items the three words have the main stress on the same syllable. In other items the main stress may be on different syllables in the three words. Read the words carefully and decide whether the stress comes on the same syllable in the three words or on different syllables. If the stress is on the same syllable in the first and second words, blacken space A; if the stress is on the same syllable in the first and third words, blacken space B; if the stress is on the same syllable in the second and third words, blacken space C; if the stress comes on the same syllable in all three words, blacken space D; and if the stress comes on a different syllable in each word, blacken space E. Answer by blackening in the appropriate space on the answer card. Here are two examples.

- P.1 (i) re-ply  
 (ii) cor-rect  
 (iii) re-ceive

Answer:

- A. (i) and (ii) are the same  
 B. (i) and (iii) are the same  
 C. (ii) and (iii) are the same  
 D. all are the same  
 E. none are the same

If you read these words carefully, you will find that the stress comes on the same syllable, namely the second, in each case, so space D for question P.1 on the answer card has been blackened in for you.

- P.2 (i) fre-quent-ly  
(ii) beau-ti-ful  
(iii) po-ta-to

Answer:

- A. (i) and (ii) are the same  
B. (i) and (iii) are the same  
C. (ii) and (iii) are the same  
D. all are the same  
E. none are the same

You will find that the first two words have the stress on the same syllable, the first. The third word, potato, has the stress on the second syllable. Therefore you should have blackened in space A on your answer card. When you are told, please turn the page and begin the test items. Answer by blackening in the appropriate space on your answer card.

1. (i) Tues-day  
(ii) be-come  
(iii) suc-ceed
2. (i) ex-pect  
(ii) "ans-wer  
(iii) be-fore
3. (i) how-ev-er  
(ii) to-geth-er  
(iii) gen-tle-man
4. (i) in-ven-tion  
(ii) im-por-tant  
(iii) de-vel-op
5. (i) ac-tiv-i-ty  
(ii) ir-reg-u-lar  
(iii) e-lec-tri-cal
6. (i) rea-son-a-ble  
(ii) en-ter-tain-ment  
(iii) de-liv-er-y
7. (i) basketball  
(ii) picture book  
(iii) happy hour
8. (i) windowsill  
(ii) son-in-law  
(iii) baby-doll

- A. (i) and (ii) are the same
- B. (i) and (iii) are the same
- C. (ii) and (iii) are the same
- D. all are the same
- E. none are the same

- A. (i) and (ii) are the same
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- B. (i) and (iii) are the same
- C. (ii) and (iii) are the same
- D. all are the same
- E. none are the same

- A. (i) and (ii) are the same
- B. (i) and (iii) are the same
- C. (ii) and (iii) are the same
- D. all are the same
- E. none are the same

- A. (i) and (ii) are the same
- B. (i) and (iii) are the same
- C. (ii) and (iii) are the same
- D. all are the same
- E. none are the same

End of Section I. Go on to Section II.

Section II - Collocations

Directions:

In each of the items of the following test an adjective is given on the left hand side and to the right of that adjective appears a column of five nouns. In each item, four of the nouns can be used quite appropriately with the adjective but one noun would be wrong. Decide which of the nouns would be wrong if it were used with the adjective on the left hand side, and blacken the space corresponding to that noun. Here are two examples. Answer examples in your test booklet.

Example A:

- Sweet
- A. drink
  - B. girl
  - C. chocolate
  - D. smile
  - E. stone

(A) (B) (C) (D) (E)

It would be correct to speak of a sweet drink, or a sweet girl, or a sweet chocolate, or a sweet smile, but no one would usually speak of a sweet stone. Therefore you should have blackened in space E because E is the wrong noun to use with that adjective.

Example B:

- Strong
- A. language
  - B. depth
  - C. drink
  - D. man
  - E. smell

(A) (B) (C) (D) (E)

It would be very strange to speak of a strong depth, so you should have blackened in space B. Now begin the test items. Answer by blackening in the appropriate space on your answer card. 72.



9. Rough

- A. course
- B. behaviour
- C. tone
- D. texture
- E. temperature

10. Severe

- A. disease
- B. threat
- C. climate
- D. adventure
- E. fall

11. Awkward

- A. person
- B. question
- C. position
- D. situation
- E. sight

12. Smart

- A. child
- B. flower
- C. trick
- D. people
- E. dress

13. Soft

- A. pillow
- B. water
- C. perfume
- D. music
- E. voice

14. Gentle

- A. building
- B. reprimand
- C. sigh
- D. sleep
- E. behaviour

15. Raw

- A. skin
- B. wind
- C. meat
- D. sigh
- E. food

16. Mild

- A. road
- B. woman
- C. climate
- D. weather
- E. flavour

End of Section II. Go on to Section III.

Section III - Recognition of Grammatical Structures

Directions:

In each sentence a word or words are missing. From the answers given, choose the most natural word or words to complete the sentence and indicate your choice by blackening space A, B or C. Here are two examples. Answer examples in your test booklet.

Example A:

Sentence:

Who is entering the school building?  
The children .....

Answer:

- A. are
- B. do
- C. will

(A) (B) (C)

The most natural word to fill the blank is are, so you should have blackened in space A.

Example B:

Sentence:

When ..... your father have his birthday? I should like to give him a present.

Answer:

- A. can
- B. would
- C. does

(A) (B) (C)

The most natural word is does, so you should have blackened in space C. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

17. They all went home after ..... his speech.
- A. heard
  - B. to hear
  - C. hearing
18. We saw the bag ..... into the water.
- A. falls
  - B. to fall
  - C. fall
19. Prepositions are ..... very carefully.
- A. studied
  - B. to study
  - C. studying
20. He ..... have fallen into the water, if I had not taken his arm.
- A. may
  - B. would
  - C. should
21. We should like ..... a story.
- A. you to tell us
  - B. you tell us
  - C. it that you told us
22. The parents did not want .....
- A. their child operate on.
  - B. that their child was operated on.
  - C. their child to be operated on.
23. These are .....
- A. questions to answer very difficult.
  - B. very difficult questions to answer.
  - C. to answer questions very difficult.
24. In London ..... lived in very large houses.
- A. a rich
  - B. rich
  - C. the rich

Section IV - Reading Comprehension (Short Sentences)Directions:

In the following test you are given a sentence and then three statements. Only one of these statements gives the meaning of the key sentence. The statements are lettered A, B, or C. Blacken the space corresponding to the statement which you think gives the real meaning of the key sentence. Here is one example. Answer example in your test booklet.

Example:Question:Answer:

This sentence  
means that:

Mary is very busy. She always studies at night.

- A. She studies every night.
- B. She often studies at night.
- C. She never studies during the day.

(A)

(B)

(C)

The sentence does not say that Mary only studied during the night. But it does say that she worked at night always, that is, every night. So the correct version of the key sentence is She studies every night. Therefore you should have blackened in space A. Now begin the test items. Answer by blackening in the appropriate space on your answer card.

25. I found my lost spectacles in this room.
- A. The pair of spectacles I lost were in this room.
  - B. There are no spectacles in this room.
  - C. I can't have lost my spectacles in this room.
26. The teacher said, "Don't talk in class".
- A. He asked us to talk quietly.
  - B. He asked us not to talk to each other.
  - C. He asked us not to speak English.
27. His father had been there. So had his mother.
- A. Only his mother had been there.
  - B. Only his father had been there.
  - C. His father and his mother had both been there.
28. The tall man with the dark hair is a doctor.
- A. The doctor is not tall.
  - B. His hair is long.
  - C. He has dark hair.
29. I knew that Mary had taken the bus to Manchester.
- A. Mary was staying at Manchester.
  - B. Mary had travelled to Manchester.
  - C. Mary was carrying something to Manchester.
30. There were fewer apples on the table than I had bought.
- A. I thought that there would be better apples there.
  - B. There were bigger apples on the table.
  - C. I thought that there should be more apples there.
31. The teacher said to the pupil, "You may not go".
- A. The teacher thinks the pupil does not want to go.
  - B. The pupil is not able to go.
  - C. The teacher will not allow the pupil to go.
32. Jack said that he did want to come.
- A. "I don't think I shall come".
  - B. "I really would like to come".
  - C. "I think I shall come".

33. I thought I had seen the car and the girl driving it yesterday.
- A. I thought I had seen the car and its driver before.
  - B. I saw the girl before I saw the car.
  - C. I thought I had seen a girl driving a car.
34. Richard was going into the house when I entered the garden.
- A. At the moment that I entered the garden Richard was inside the house.
  - B. Richard was entering the house as I went into the garden.
  - C. Going into the garden I actually saw Richard go into the house.
35. You ought to tell the truth no matter what happens.
- A. You will tell the truth to everybody.
  - B. You should tell the truth always.
  - C. You may tell the truth sometimes.

End of Section IV. Go on to Section V.

Section V - Reading Comprehension (Continuous Passages)

Directions:

For each set of items you are given a passage and questions upon the passage. Choose the correct alternative as an answer to each of the questions and blacken in the appropriate space on your answer card. Here are two examples. Answer examples in your test booklet.

Example

Passage:

There is a lot of traffic in London, and John is very careful. He looks first to the right and then to the left and then to the right again. Then he crosses the road. He has learned at school to look to the right and to the left before crossing the road. His mother is glad that he is so careful. She says, "John can go out alone in London because he is so careful in the traffic".

Question 1:

How does John's mother feel about John's being careful?

Answer:

- A. Sad
- B. Happy
- C. Nervous
- D. Lazy

(A) (B) (C) (D)

The correct answer is that his mother is glad. She is happy, so you should have blackened in space B.

Question 2:

Before crossing the road, John looks:

Answer:

- A. once to the right.
- B. once to the left and once to the right.
- C. once to the right and twice to the left.
- D. once to the left and twice to the right.

(A) (B) (C) (D)

The correct answer is once to the left and twice to the right, so you should have blackened in space D. Now begin the test items. Answer by blackening in the appropriate space on your answer card. 79.

(Questions  
36-39)

My brother Robert wakes up at a quarter to seven in the morning. He goes into the bathroom, cleans his teeth, has a bath, and washes his face and hands. Then he dresses, that is to say, he puts on his clothes. He drinks a cup of tea and eats some bread and butter. He goes to school at half past seven. Before he goes, he says good-bye to his father and mother, and they say good-bye to him. Robert comes home from school at three o'clock and sometimes he plays cricket or tennis. In the evening he does his homework. At nine o'clock he says goodnight, undresses and goes to bed. He sleeps till a quarter to seven in the morning.

36. What does Robert do immediately before leaving for school?

- A. Has breakfast.
- B. Says good-bye to father and mother.
- C. Brushes his teeth.
- D. Dresses.

37. What is the first thing that Robert does after waking up in the morning?

- A. Goes to play.
- B. Dresses.
- C. Has breakfast.
- D. Goes into the bathroom.

38. Robert gets up:

- A. before seven o'clock.
- B. before eight o'clock.
- C. after eight o'clock.
- D. at half past eight.

39. Robert does his homework:

- A. before nine o'clock.
- B. after nine o'clock.
- C. before playing.
- D. after breakfast.



(Questions  
40-43)

Dorothy leaned her chin upon her hand and looked at the scarecrow. His head was a black sack stuffed with straw, with eyes, nose and mouth painted on it to look like a face. An old, blue hat was on his head, and the rest of him was a blue suit of clothes, which had also been stuffed with straw. The scarecrow was high over the corn on a pole. On his feet were some old blue boots, such as every man wore in this country.

While Dorothy was looking into the funny painted face of the scarecrow, she was surprised to see one of the eyes slowly wink at her. She thought she must have been mistaken at first, but soon he nodded his head to her in a friendly way. Then she climbed down from the fence and walked up to him, while her dog ran around the pole and barked . . .

40. What was the first thing that the scarecrow did?

- It: A. winked at Dorothy.  
B. had old boots.  
C. looked surprised.  
D. nodded his head.

41. What was inside the scarecrow's head.

- A. Rags  
B. Bones  
C. Wood  
D. Straw

42. The scarecrow was placed on:

- A. the fence.  
B. the corn.  
C. a stone.  
D. a pole.

43. Dorothy was surprised to see:

- A. a scarecrow.  
B. that the face was painted.  
C. that an eye moved.  
D. that the clothes were blue.

(Questions  
44-49)

John O'Connor flew to Shannon airport in the west of Ireland. He was returning after fifteen years in America, and he went by car to the little village where he had lived as a boy.

Gone was the sleepy Ireland he remembered. The first thing he saw in the village was a new transistor factory started by some Japanese. In the local pub he happened to meet his old friend, Riley, who told him that since 1958, industries, built largely with foreign money, had been growing up all over the place. He pointed to the Dutch piano factory on the other side of the river. Riley's daughter was working as a secretary in an American carpet factory a few miles away and had to go there by bus every day. There were French and English factories too, but the Germans dominated and were also buying up a lot of land. On the whole, the villagers did not mind these invaders, although old Riley had not been very pleased when he found a locked gate kept him away from his favourite fishing ground.

They hoped that the tourists would still come for the fishing, and at the local hotel, which once had only packed lunches and boiled mutton to offer the visitors, they now had a menu worthy of a Paris restaurant. O'Connor was surprised when he got an American sized beef steak there one day. Life in the old country was definitely improving.

44. The most powerful group of foreigners who had come to Ireland were:

- A. Americans
- B. English
- C. French
- D. Germans

45. Riley's daughter:

- A. worked on the other side of the river.
- B. worked as a secretary in America.
- C. worked in a factory.
- D. made carpets.

46. O'Connor:

- A. found his friend in the pub.
- B. saw his friend across the river.
- C. arranged to meet his friend.
- D. visited a Dutch piano factory.

47. On his return to Ireland O'Connor found that:

- A. Ireland was sleepy.
- B. his friend was working in a Dutch factory.
- C. there were more foreign industries.
- D. his friend has been building industries with foreign money.

48. A good name for the passage is:

- A. Sleazy Ireland
- B. Ireland Aches
- C. Ireland for the Irish
- D. No Future for Ireland

49. Invaders in the passage means:

- A. conquerors.
- B. new settlers.
- C. visitors.
- D. violent people.

(Questions  
50-54)

The favourite occupation of many thousands of English families is sailing. England has a very long coastline with many harbours and estuaries which are sheltered from the ocean and make ideal stretches of water for sailing in small boats. Most amateur sailors belong to sailing clubs, from which they can borrow boats. Many people have also small sailing boats of their own which can easily be handled by one or two persons.

There is no more delightful way of spending a summer afternoon than taking out and gliding gently along over the blue water. You have escaped from the town, with its noise and crowds of hurrying people. You are by yourself or with a chosen friend. The wind fills the sails and the little craft moves along without effort. The only sound to be heard is the gentle splash of the waves as the bow cuts through them.

Most sailing boats have two triangular sails: a big one called the mainsail and a small one called the jib. The mainsail is behind the mast and the jib is in front of it. The bottom of the mainsail is attached to a kind of horizontal mast called a boom. The ropes which are used to hoist and lower the sails are called halyards. The ropes which are used to let out or draw in the sails, according to the direction and the strength of the wind, are known as sheets.

50. There are many amateur sailors in England because:
- A. there are so many sailing boats.
  - B. there are good harbours sheltered from the sea.
  - C. England has many large lakes.
  - D. Englishmen like motor boats.
51. The bow is the same as:
- A. the back part of the boat.
  - B. a part of the mast.
  - C. the front part of the boat.
  - D. a type of sailing boat.

52. When hoisting the mainsail, you have to use:

- A. the halyard.
- B. the boom.
- C. the sheets.
- D. the splash.

53. Sailing is attractive to the English because it is:

- A. dangerous.
- B. expensive.
- C. safe.
- D. peaceful.

54. Occupation in this passage means:

- A. profession.
- B. place to live.
- C. recreation.
- D. topic.

(Questions  
55-60)

Do we, then, consider Bentham's political speculations useless? Far from it. We consider them only one-sided. He has brought out into a strong light, has cleared from a thousand confusions and misconceptions, and pointed out with admirable skill the best means of promoting, one of the ideal qualities of a perfect government - identity of interest between the trustees and the community for whom they hold their power in trust. This quality is not attainable in its ideal perfection, and must, moreover, be striven for with a perpetual eye to all other requisites; but those other requisites must still more be striven for, without losing sight of this; and, when the slightest postponement is made of it to any other end, the sacrifice, often necessary, is never unattended with evil. Bentham has pointed out how complete this sacrifice is in modern European societies; how exclusively, partial and sinister interests are the ruling power there, with only such check as is imposed by public opinion; which being thus, in the existing order of things, perpetually apparent as a source of good, he was led by natural partiality to exaggerate its intrinsic excellence. This sinister interest of rulers, Bentham hunted through all its disguises, and especially through those which hide it from the men themselves who are influenced by it.

55. Bentham:

- A. advanced novel ideas.
- B. expressed more clearly ideas that have always been important.
- C. was confused in his thinking.
- D. has useless political ideas.

56. Bentham said:

- A. good government has to take into account very many considerations and demands some sacrifices.
- B. sacrifice is unnecessary and evil.
- C. people do not need to strive a great deal to obtain good government.
- D. it is impossible to have good government.

57. Bentham:

- A. was opposed to the rulers of his time.
- B. only described and did not criticise the political views of his time.
- C. agreed with the views of the political leaders of Europe.
- D. was supported by the rulers of his time.

58. Promoting in this passage means:

- A. taking advantage.
- B. describing.
- C. denying.
- D. bringing about.

59. Other requisites in this passage means:

- A. other things that must be purchased.
- B. other advantages that can be obtained.
- C. other things which are necessary.
- D. other people with good ideas.

60. Natural partiality in this passage means:

- A. the usual and normal practice.
- B. the best part.
- C. the prejudices one can expect.
- D. a favourite part of the country.

End of Test

## IEA SIX-SUBJECT SURVEY INSTRUMENTS

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- Stage 2 IEA/M1 Manual for National Centers  
IEA/M2 Manual for School Coordinators  
IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers  
IEA/M2/Stage 3 Manual for School Coordinators  
IEA/M3/Stage 3 Manual for Test Administrators

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EDUCATION & WELFARE  
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EDUCATION  
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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

### 1: Type of Instrument

- E = Examination (student)  
Q = Questionnaire (student)  
T = Teacher questionnaire  
S = School questionnaire

### 2: Student Population

- |              |                                         |
|--------------|-----------------------------------------|
| 1 = I        | 5 = II and IV                           |
| 2 = II       | 7 = I, II and IV                        |
| 3 = III      | 8 = I and IV                            |
| 4 = IV       | S = IV Specialist                       |
| 5 = I and II | N = NA: Teacher or School questionnaire |

### 3: Subject

- S = Science  
R = Reading Comprehension  
L = Literature  
M = Mother Tongue (Reading Comprehension and Literature)  
E = English as a Foreign Language  
F = French as a Foreign Language  
C = Civic Education  
2 = All Stage 2 Subjects  
3 = All Stage 3 Subjects  
5 = All Stage 2 and Stage 3 Subjects

### 4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Writing

Data Bank Instrument Number E6EW



IEA/M3/Stage 3

Pop II, p. 34-35

Pop IV, p. 31-32

**BEST COPY AVAILABLE**

Ask the students to follow along silently as you read the directions on the front of the test booklet:

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test is divided into four sections. The first three sections contain a total of 31 items; the fourth section instructs you to write a composition in English.
3. Instructions for answering the test items are given before each of the first three sections of the test. Practice examples follow each set of instructions. Always read the instructions and study the practice examples carefully before you begin to answer the test items.
4. Answer the test items as quickly as you can, but work carefully. Words not spelled correctly will be marked as wrong answers. Do not spend too much time on any one item. You may guess the answer, but you should do your best to answer correctly. If you find that you cannot answer an item after you have thought a while, go on to the next item. When you have finished one section of the test, go straight on to the next section.
5. You should spend no more than 15 minutes on the first 3 sections of the test. After 15 minutes you will be told to begin the fourth section, composition. If you complete the first three sections in less than 15 minutes you may go straight on to the fourth section without waiting to be told. You will have 25 minutes in which to write your composition. You will be reminded of the time 5 minutes before the end of the testing period. If you finish ahead of time, you may read through your earlier work and attempt to answer any items previously left unanswered.
6. If you do not understand any of the instructions, raise your hand and ask for further explanation.

Are there any questions?

Remember to read the instructions before each part of the test very carefully.

Now turn the page, read the instructions for Section I and begin working.

Make a note of the time. After 15 minutes say:

If you have not yet begun working on Section IV, the composition, turn to page \_\_\_, read the directions carefully and start writing the composition.

After 35 minutes say:

There are 5 minutes left in the test.

After 40 minutes say:

Stop working now.

POPULATION II, IV

English as a Foreign Language

WRITING

General Directions

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test is divided into four sections. The first three sections contain a total of 31 items; the fourth section instructs you to write a composition in English.
3. Instructions for answering the test items are given before each of the first three sections of the test. Practice examples follow each set of instructions. Always read the instructions and study the practice examples carefully before you begin to answer the test items.
4. Answer the test items as quickly as you can, but work carefully. Words not spelled correctly will be marked as wrong answers. Do not spend too much time on any one item. You may guess the answer, but you should do your best to answer correctly. If you find that you cannot answer an item after you have thought a while, go on to the next item. When you have finished one section of the test, go straight on to the next section.
5. You should spend no more than 10 minutes on the first 3 sections of the test. After 10 minutes you will be told to begin the fourth section, composition. If you complete the first three sections in less than 10 minutes, you may go straight on to the fourth section without waiting to be told. You will have 20 minutes in which to write your composition. You will be reminded of the time 5 minutes before the end of the testing period. If you finish ahead of time, you may read through your earlier work and attempt to answer any items previously left unanswered.
6. If you do not understand any of the instructions, raise your hand and ask for further explanation. 90.

## SECTION I

In each of the following sentences one word has been omitted and replaced by a line. Complete each sentence by writing on the line ONE English word which is correct in meaning and form for that sentence. Remember that only ONE word is to be written on each line and that it must be spelled correctly. If you write more than one word on a line your answer will be marked incorrect.

Here are two examples: -

Example: P.1 Do you know when America was discovered?

Example: P.2 He is leaving the city by train.

1. This pen won't write. What is the matter                      it?
2. He asked me                      buy him some pencils.
3. I am visiting England                      the first time.
4. Brighton is by the sea; I am going                      for my holiday.
5. It was raining last night and it                      is.
6.                      I had not given him food he would have died.
7. John's father,                      was very ill, has now recovered.
8. David is 13, but I                      only 12.
9. Both of us                      good at this work.
10. John lost his coat and was angry with                      for being so careless.
11. If I had shouted, he would                      heard.
12. Come                      us to the party.
13. This is the boy                      book was stolen.

SECTION II

This section is divided into four parts A, B, C and D.

Answer the items according to the instructions  
given at the beginning of each part.

Part A. Write a correct reply to these questions by adding ONE  
English word to each of the incomplete sentences below. ONLY ONE  
WORD should be written on each line.

Here are two examples: -

Example: P.1 Isn't your brother going out?

No, he isn't going out.

Example: P.2 When does your father travel to London?

He travels there every day.

14. Is this your hat, Tom?

Yes, it is           .

15. Surely you are not going to Paris?

Yes,            am.

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**Part B.** Rewrite these sentences in the plural using the words given. Do not make any other changes in the sentences.

ONLY ONE WORD should be written on each unbroken line.

Here are two examples: -

Example: P.1 The girl is hungry.

The girls are hungry.

Example: P.2 The boy is late.

The boys are late.

16, 17, She saw a policeman in that car.

She saw some \_\_\_\_\_ in \_\_\_\_\_ cars.

18. She is coming to see me.

They \_\_\_\_\_ to see me.

**Part C.** Rewrite these sentences in the past tense using the same verb as in the first sentence of each pair. ONLY ONE WORD should be written on each unbroken line. Here are two examples:

Example: P.1 I am very thirsty.

I was very thirsty.

Example: P.2 I run to catch the bus.

I ran to catch the bus.

19. She hears his speech.

She \_\_\_\_\_ his speech last month.

20. I make a cake every Sunday.

I \_\_\_\_\_ a cake last Sunday.

21. He is telling them about the old palace.

He \_\_\_\_\_ them about the old palace when I met them,

**Part D.** Complete the second of each pair of sentences so that the second sentence has the same meaning as the first. ONLY ONE WORD should be written on each unbroken line.

Here are two examples: -

Example: P.1 Peter hit John on the nose.

John was hit on the nose by Peter.

Example: P.2 John said "I want to buy a record".

John said that he wanted to buy a record.

22. The policeman asked Bill his name.

Bill asked his name of the policeman.

23. The children painted these pictures.

These pictures were painted by the children.

SECTION IIIDIRECTIONS

Each sentence has three words or phrases missing. These are given in the answers. Arrange the words or phrases in the right order and circle the letter next to the set of numbers representing that order. YOU DO NOT HAVE TO WRITE THE WORDS ON THE LINES. Note that the alternatives are not identical for all items.

Example:Question:

Mary is a \_\_\_\_\_ .

1. girl
2. tall
3. with blue eyes

Answer:

- A. (1), (3), (2)
- B. (2), (1), (3)
- C. (2), (3), (1)
- D. (3), (1), (2)
- E. (3), (2), (1)

The complete sentence you are to make is:

Mary is a tall girl with blue eyes.

Therefore, the right order of the missing words is:

(2) (tall), (1) (girl), (3) (with blue eyes).

So you would circle B.

Now turn over and do the following items.



24. These shoes are \_\_\_\_\_ .

1. enough

2. for me

3. big

A. (1), (3), (2)

B. (2), (1), (3)

C. (2), (3), (1)

D. (3), (1), (2)

E. (3), (2), (1)

25. I'm sorry that the question \_\_\_\_\_ .

1. was not

2. enough

3. clear

A. (1), (2), (3)

B. (1), (3), (2)

C. (2), (1), (3)

D. (2), (3), (1)

E. (3), (2), (1)

26. John knows \_\_\_\_\_ .

1. is

2. this

3. whose pen

A. (1), (2), (3)

B. (2), (1), (3)

C. (2), (3), (1)

D. (3), (1), (2)

E. (3), (2), (1)

27. These are \_\_\_\_\_ .

1. questions
  2. to answer
  3. very difficult
- A. (1), (2), (3)
  - B. (2), (1), (3)
  - C. (2), (3), (1)
  - D. (3), (1), (2)
  - E. (3), (2), (1)

28. We passed \_\_\_\_\_ .

1. on the corner
  2. a girl
  3. standing
- A. (1), (3), (2)
  - B. (2), (1), (3)
  - C. (2), (3), (1)
  - D. (3), (1), (2)
  - E. (3), (2), (1)

29. I \_\_\_\_\_ music.

1. always
  2. shall
  3. love
- A. (1), (3), (2)
  - B. (2), (1), (3)
  - C. (2), (3), (1)
  - D. (3), (1), (2)
  - E. (3), (2), (1)

30. The \_\_\_\_\_ is a doctor.

1. man
  2. with blond hair
  3. tall
- A. (1), (2), (3)
  - B. (1), (3), (2)
  - C. (2), (1), (3)
  - D. (3), (1), (2)
  - E. (3), (2), (1)

31. This test is \_\_\_\_\_ .

1. easy
  2. to understand
  3. for our class
- A. (1), (3), (2)
  - B. (2), (1), (3)
  - C. (2), (3), (1)
  - D. (3), (1), (2)
  - E. (3), (2), (1)

SECTION IV - Composition

In this section of the test you are to write a composition of not more than 200 words on the subject of TRAVEL. You will be given credit not only for accuracy but also for the amount you write, up to 200 words. In your composition you must use ALL of the 12 words given below. You may use them in any order you wish and you may use them more than once.

You may first write your composition in rough draft on the lines below and on the next page. Write your final version neatly and legibly on the last page.

Please write neatly and legibly. Write on every other line.

ship

interesting

crash

car

dangerous

ticket

plane

safely

holidays

bus

fast

train

SPACE FOR ROUGH DRAFT

National Centers should provide

two additional pages of lined

paper, the first headed "Space for

Rough Draft," and the second

headed "Space for Final Version."

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| 4 = IV       | S = IV Specialist                       |
| 5 = I and II | N = NA: Teacher or School questionnaire |

### 3: Subject

- S = Science  
R = Reading Comprehension  
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5 = All Stage 2 and Stage 3 Subjects

### 4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Speaking (Structural Control)

Data Bank Instrument Number E6EC

IEA/M3/Stage 3

Pop II, p. 31

Pop IV, p. 21

-----  
 Note to National Centers. All double-underlined passages in the following section are to remain in the English language.  
 -----

IEA/M3/Stage 3

Pop II, p. 38-39

Pop IV, p. 35-36

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Now you are going to do some tests to see how well you can speak English. Hand the student a closed copy of the English Speaking test booklet. Read the following instructions aloud as the student reads them silently on the cover of his booklet:

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains three sections. Before each section, special directions are given. Read the directions carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.

Then say:

Now turn the page and follow as I read the directions for Section I. This section of the test contains ten items. You will hear an instruction in the form of a statement or a question. Then you will be given six seconds to respond. Try to respond as soon as you hear the instructions. Listen carefully to each instruction, because it will be given only once. If you do not understand an instruction or cannot answer, say "I don't know." Each response must be related to the appropriate drawing. Even though in everyday speech Yes or No is a correct reply to a question, in this test you are required to respond in a complete sentence with a subject and a verb. You are given two practice examples. When you are told, turn the page, look at the first practice example, listen to the instruction and respond. The next items you hear will be part of the test. All the items in this section of the test are like the practice examples which you have just done. Listen carefully to each instruction and then try to respond. Don't worry if there is an item which you do not understand. Just answer, "I don't know." No one is expected to answer every item correctly. Just do your best.

E6EC

IEA/II/Stage 3 )  
Pop II, p. 37 )  
Pop IV, p. 21 )

There will be 10 more items and each item will be about one of the pictures you have in front of you.

When the student is ready to begin, say:

Look at picture number one and be ready to listen to item one when I start the tape.

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POPULATION II, IV

English as a Foreign Language

SPEAKING

(Teacher Booklet)

General Directions

1. DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.
2. This test contains three sections. Before each section, special directions are given. Read the directions carefully before you begin each section.
3. If you do not understand the directions, raise your hand and the example will be explained to you.



SECTION I

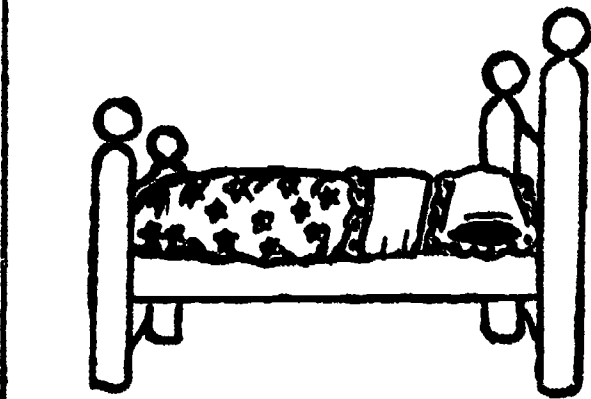
Directions

This section of the test contains ten items. You will hear an instruction in the form of a statement or a question. Then you will be given six seconds to respond. Try to respond as soon as you hear the instruction. Listen carefully to each instruction, because it will be given only once. If you do not understand an instruction or cannot answer, say "I don't know." Each response must be related to the appropriate drawing.

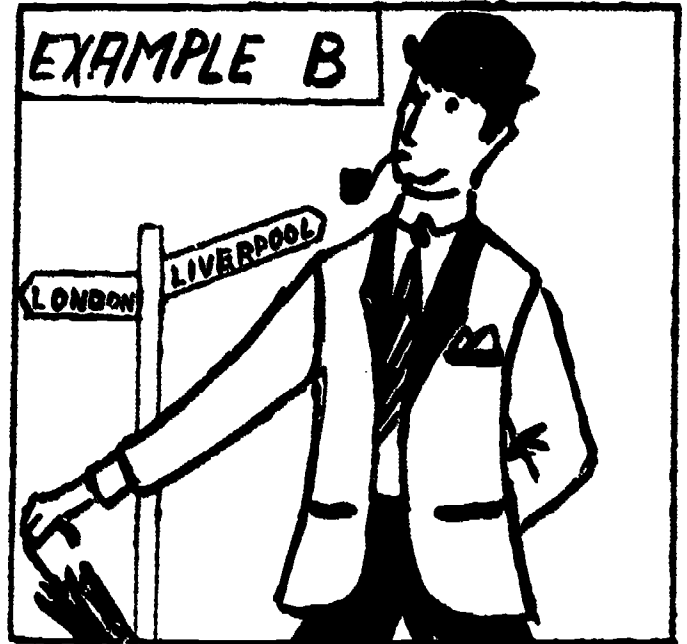
Even though in everyday speech "Yes" or "No" is a correct reply to a question, in this test you are required to respond in a complete sentence with a subject and a verb.

You are given two practice examples. When you are told, turn the page, look at the first practice example, listen to the instruction, and respond.

EXAMPLE A



EXAMPLE B



1



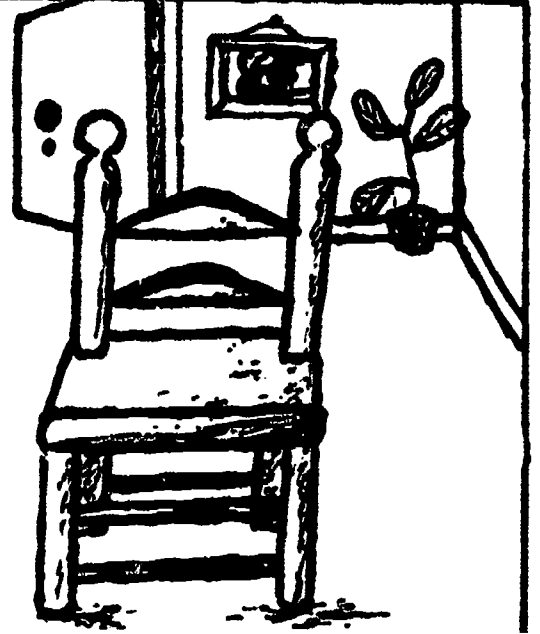
2

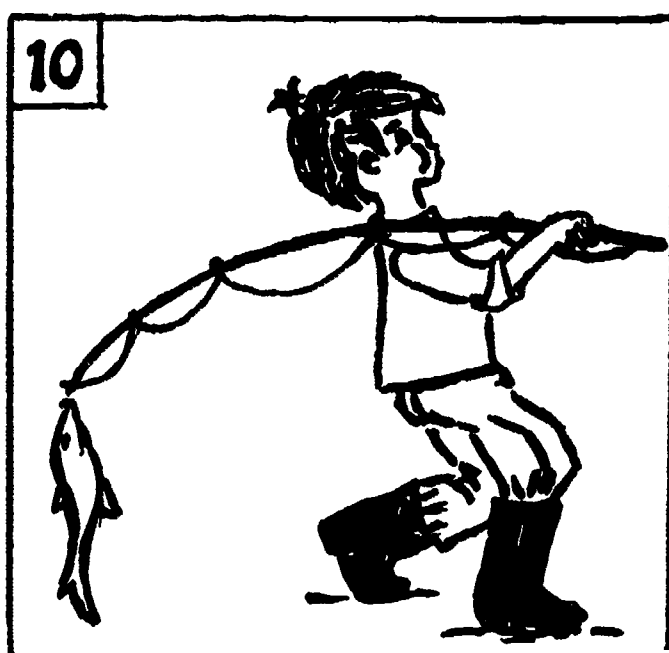


3



4





## SECTION I

## Structural Control

SPEAKING SCRIPT

- Note to reader: 1. All PAUSES are 6 seconds long.
2. Recording speed should be 3.75 inches per second (9.5 centimeters per second)

Example A. Can you see a bed?

Example B. Ask me if the man lives in England.

- One. Is the lamp on the table?
- Two. What's the man doing?
- Three. What does the girl do every day?
- Four. Is there a chair in the room?
- Five. What happened to the boy?
- Six. What was the boy doing this morning at eight o'clock?
- Seven. Ask me if the man likes eating.
- Eight. What has the girl done?
- Nine. Do they like their milk?
- Ten. Ask me if he went fishing this morning.

## IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2    IEA/M1    Manual for National Centers  
             IEA/M2    Manual for School Coordinators  
             IEA/M3    Manual for Test Administrators
- Stage 3    IEA/M1/Stage 3    Manual for National Centers  
             IEA/M2/Stage 3    Manual for School Coordinators  
             IEA/M3/Stage 3    Manual for Test Administrators

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- S = Science  
 R = Reading Comprehension  
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 E = English as a Foreign Language  
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 C = Civic Education  
 2 = All Stage 2 Subjects  
 3 = All Stage 3 Subjects  
 5 = All Stage 2 and Stage 3 Subjects

### 4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Speaking (Oral Reading)

Data Bank Instrument Number E6E0

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IEA/MS/Stage 3

Pop II, p. 39

Pop IV, p. 37

Now turn to Section II - Oral Reading and follow along as I read the directions. This is a test to see how well you can read English aloud. You will be given 3 minutes to read the passage silently so that you are quite familiar with it. Then you will be required to read the passage aloud.

During the test, please read the passage clearly and naturally. Your score will depend on how correct your pronunciation of the words is, and how natural the phrasing is. After 3 minutes you will be told to begin reading aloud.

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SECTION II  
ORAL READING

Directions:

This is a test to see how well you can read English aloud. You will be given three minutes to read the passage silently so that you are quite familiar with it. Then you will be required to read the passage aloud.

During the test, please read the passage clearly and naturally. Your score will depend on how accurate your pronunciation of words is, and how natural the phrasing is.

When you are told, turn the page and begin reading silently. After three minutes you will be told to begin reading aloud.

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## SECTION II

## ORAL READING

Mr. Jones looked up from the newspaper he was reading. "Listen to this," he said, beginning to read aloud. "A room needs not only enough light, but also the right sort of light." He turned to his wife. "What do you think?" he asked. "Do you think we need more light in here? I don't use this room much, but you and the children do. Shall we buy another lamp?"

Adapted extract from "Examination Tests in Oral English," by McCallien and Taylor. © Longman, Ltd.



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### 4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Speaking (Fluency)

Data Bank Instrument Number E2EF

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IEA/M3/Stage 3

Pop. 11, p. 40

Now turn to Section III - Fluency and follow along as I read the directions aloud.

In this section you are required to describe what is happening in a set of pictures. You are given a choice of two sets of pictures. You can choose which set of pictures you wish to describe. You should choose the set of pictures you can say most about.

You may say anything you like about what is happening in the pictures you have chosen, as long as it is in English. Try to say at least three or four sentences. Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness of your choice of words, the variety of your vocabulary, and the variety of tenses or structures used in your sentences.

You will have two minutes to decide which set of pictures you wish to describe and to think about what you are going to say.

When you are told, turn the page, decide which set of pictures you wish to describe and think about what you are going to say. You will be told when to begin speaking.

Now turn the page, look at the pictures, choose which set you will describe and think about what you are going to say.

After 2 minutes have elapsed, say:

You have had 2 minutes now. Are there any questions before you begin?

Remember you cannot ask any questions after the test has begun.

Answer any questions about the procedure but not about the pictures. When the student is ready, say:

When I start the tape, describe what is happening in the set of pictures you have chosen.

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SECTION III

FLUENCY

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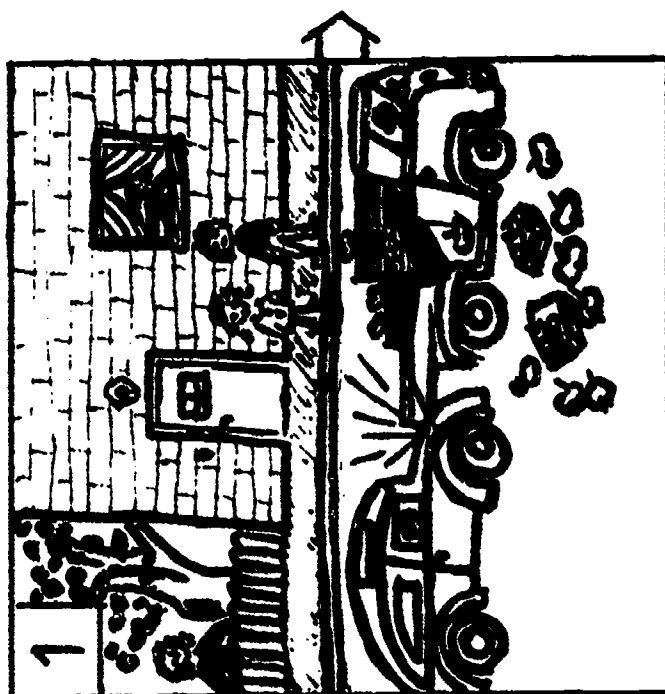
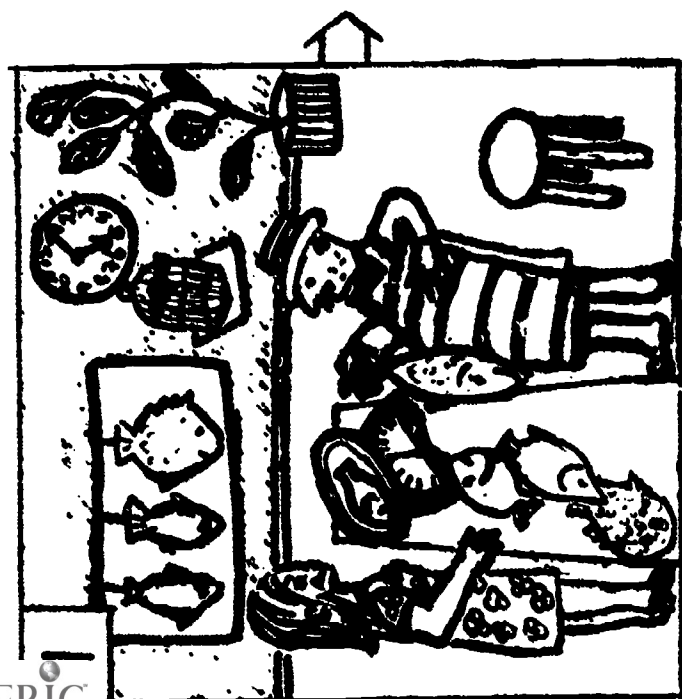
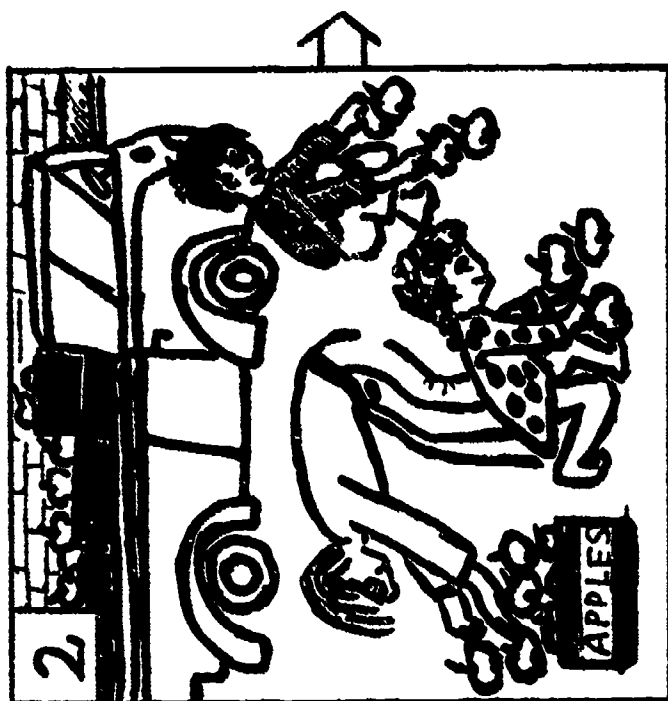
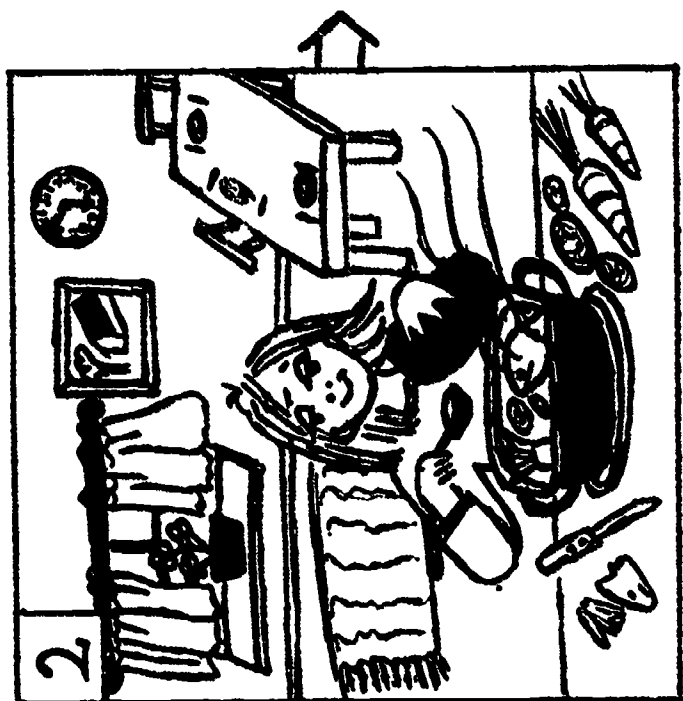
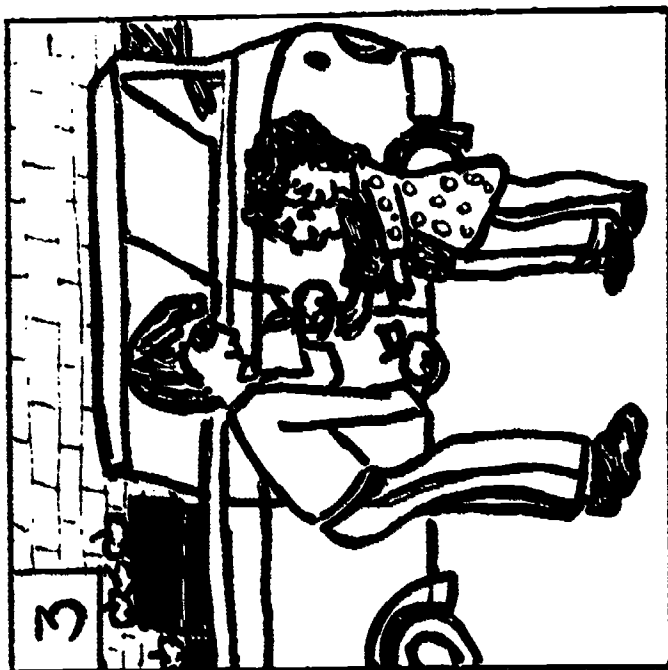
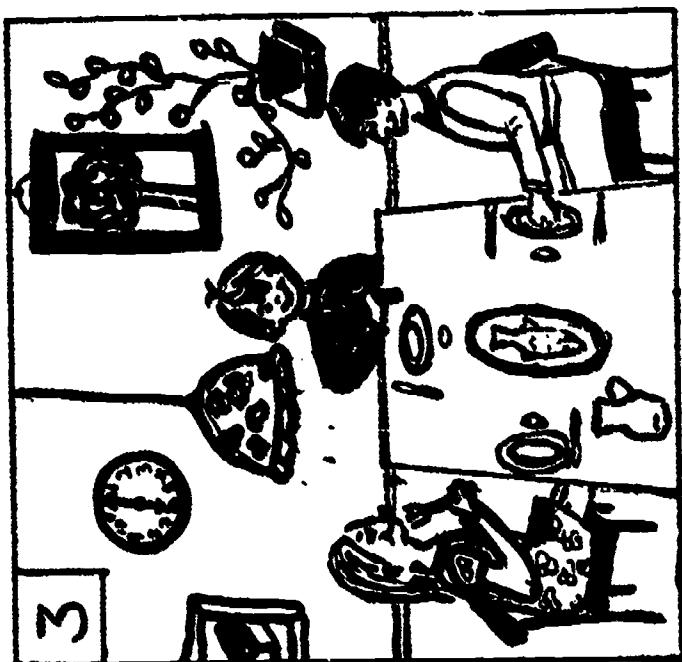
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You will have two minutes to decide which set of pictures you wish to describe and to think about what you are going to say.

When you are told, turn the page, decide which set of pictures you wish to describe and think about what you are going to say. You will be told when to begin speaking.



SET 2

## IEA SIX-SUBJECT SURVEY INSTRUMENTS

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### 4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Speaking (Fluency)

Data Bank Instrument Number E4EF

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Before Fluency A:

IEA/M3/Stage 3

Pop IV, p. 37-38

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Now turn to Section III - Fluency A and follow along as I read the directions aloud.

In this section you are required to describe what is happening in a set of pictures. You are given a choice of two sets of pictures. You can choose which set of pictures you wish to describe. You should choose the set of pictures you can say most about.

You may say anything you like about what is happening in the pictures you have chosen, as long as it is in English. Try to say at least three or four sentences. Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness of your choice of words, the variety of your vocabulary, and the variety of tenses or structures used in your sentences.

You will have two minutes to decide which set of pictures you wish to describe and to think about what you are going to say.

When you are told, turn the page, decide which set of pictures you wish to describe and think about what you are going to say. You will be told when to begin speaking.

Now turn the page, look at the pictures, choose which set you will describe and think about what you are going to say.

After 2 minutes have elapsed, say:

You have had 2 minutes now. Are there any questions before you begin?

Remember you cannot ask any questions after the test has begun.

Answer any questions about the procedure but not about the pictures. When the student is ready, say:

When I start the tape, describe what is happening in the set of pictures you have chosen.

Before Fluency B:

IEA/M3/Stage 3

Pop IV, p. 38-39

Now turn to Fluency B and follow along as I read the directions aloud.



Before Fluency B:)  
IEA/M-Stage 3 } continued  
Pop IV, p. 38-39 }

On the next page you will see a picture of a group of young people having a party. Describe what you think led up to the party, what is happening now, and what you think will happen after the party is finished. Use your imagination.

You may say anything you like about the picture as long as it is in English. Try to use at least three or four whole sentences.

Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness and variety of your vocabulary, and the variety of tenses or structures used in your sentences.

You will be given three minutes to look at the picture and decide what you would like to say about the picture. When you are told, you may turn the page. You will be told when to begin speaking.

Now turn the page, look at the picture and think about what you are going to say.

After three minutes have elapsed, say:

You have had three minutes now. Are there any questions before you begin? Remember that you cannot ask any questions after the test has begun.

Answer any questions about procedure, but not about the picture. When the student is ready, say:

When I start the tape, start talking about the party. Tell what led up to it, what is happening now and what will happen when the party is finished.

SECTION III

FLUENCY A

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Directions:

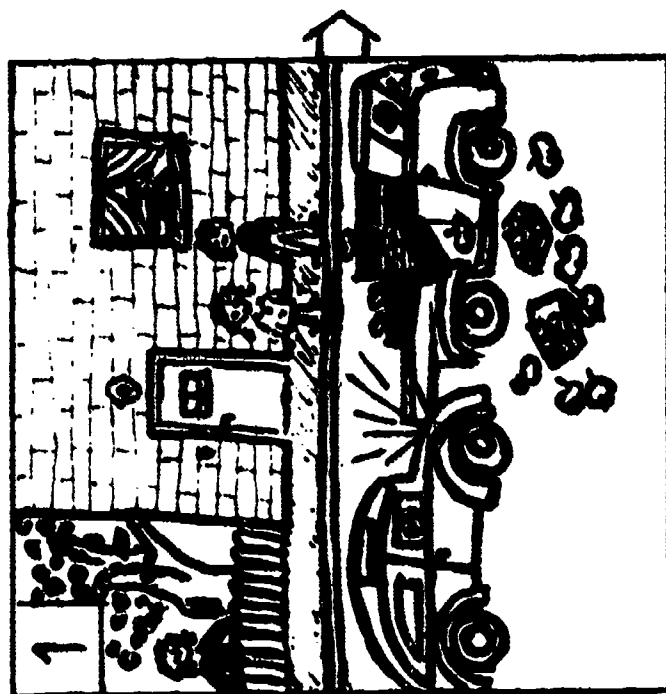
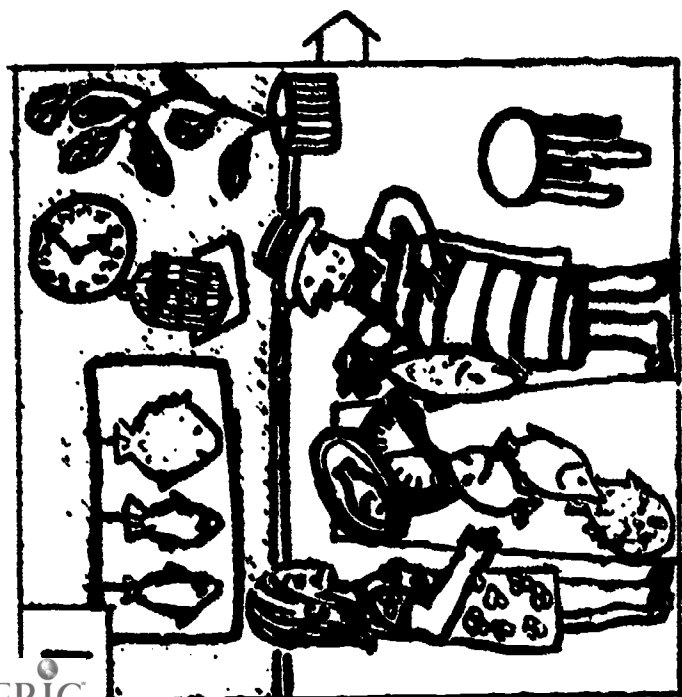
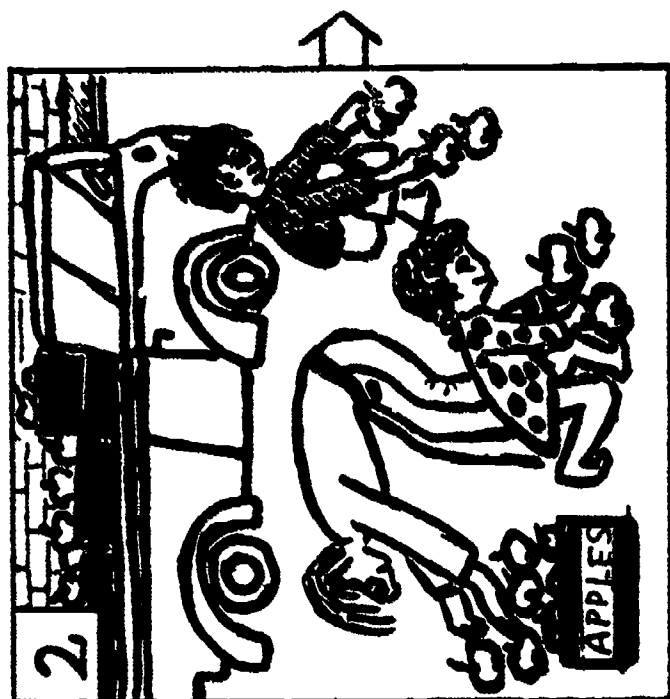
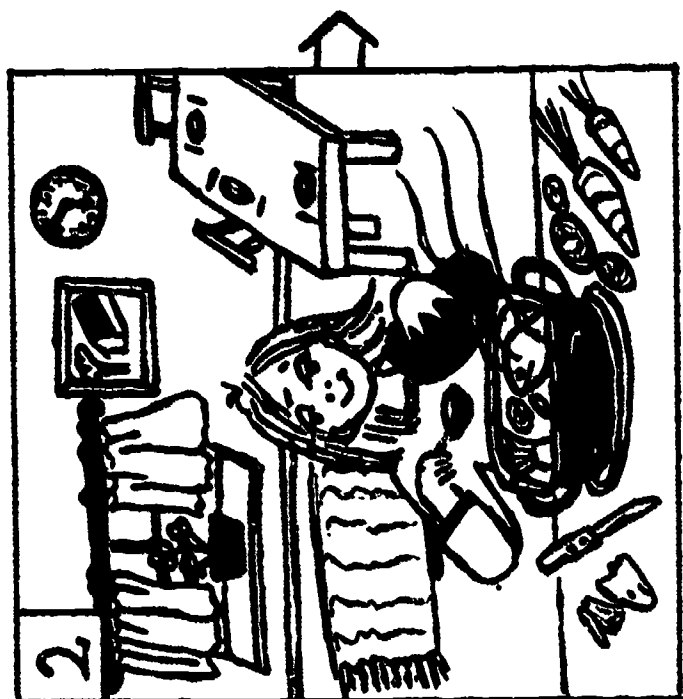
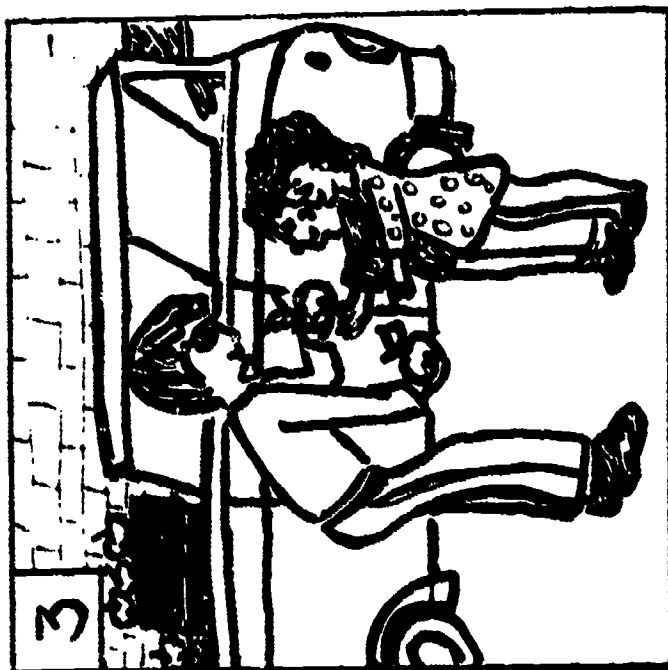
In this section you are required to describe what is happening in a set of pictures. You are given a choice of two sets of pictures. You can choose which set of pictures you wish to describe. You should choose the set of pictures you can say most about.

You may say anything you like about what is happening in the pictures you have chosen, as long as it is in English. Try to say at least three or four sentences. Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness of your choice of words, the variety of your vocabulary, and the variety of tenses or structures used in your sentences.

You will have two minutes to decide which set of pictures you wish to describe and to think about what you are going to say.

When you are told, turn the page, decide which set of pictures you wish to describe and think about what you are going to say. You will be told when to begin speaking.





SET 2

Fluency B

Directions:

On the next page you will see a picture of a group of young people having a party. Describe what you think led up to the party, what is happening now, and what you think will happen after the party is finished. Use your imagination.

You may say anything you like about the picture as long as it is in English. Try to use at least three or four whole sentences. Your score will depend on the amount you say, the accuracy of your grammar and pronunciation, the correctness and variety of your vocabulary, and the variety of tenses or structures used in your sentences.

You will be given three minutes to look at the picture and decide what you would like to say about the picture.

When you are told, you may turn the page.

You will be told when to begin speaking.

